

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
August 31, 2016**

The North Carolina State Board of Education met and the following members were present:

William Cobey, Chairman
A.L. “Buddy” Collins, Vice Chairman
Dan Forest, Lt. Governor
Gregory Alcorn
Todd Chasteen
Eric C. Davis

Reginald Kenan
Wayne McDevitt
Olivia Oxendine
Rebecca Taylor
Amy White
Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent
Christine Fitch, Local Board Member Advisor
Freddie Williamson, Superintendent Advisor
Melody Chalmers, Principal of the Year Advisor

Bobbie Cavnar, Teacher of the Year Advisor
Yates McConnell, Senior Student Advisor

CALL TO ORDER AND INTRODUCTION

Noting the absence of Chairman Bill Cobey who was meeting with State Superintendent June Atkinson, State Board of Education Vice Chairman A.L. Collins called the Wednesday session of the September 2016 State Board of Education (SBE) meeting to order and declared the Board in official session. Vice Chairman Collins noted the earlier start time today, 9:00 a.m. rather than 10:00 a.m., which is a nod to the length of the agenda as well as the depth of the topics on the agenda for discussion and action this month. He read for the audience the State Board of Education’s mission and vision statements, which are included on the agenda each month: “Every public school student will graduate ready for a postsecondary education and work prepared to be a globally engaged and productive citizens. The State Board of Education will use its constitutional authority to lead and uphold the system of public education in North Carolina.

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Vice Chairman Collins reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. There were no conflicts of interest communicated at this time. The Vice Chairman then requested that if, during the course of the meeting, members became aware of an actual or apparent conflict of interest that they bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

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APPROVAL OF AGENDA

As the first order of business, Vice Chairman Collins drew attention to the full meeting agenda, which is available on eBoard, recognizing Board member Rebecca Taylor for comments. Ms. Taylor shared that EICS 2 – The Annual Charter School Performance Framework has been pulled from the agenda to be presented in October, giving adequate time to certify the data. With no other changes to the agenda, Vice Chairman Collins called for a motion.

Discussion/Comments:

- There was no further discussion.

Upon motion made by Mr. Greg Alcorn, and seconded by Dr. Olivia Oxendine, the Board voted unanimously to approve the State Board of Education meeting agenda for August 31-September 1, 2016, as presented.

At this time the Board convened for its Committee meetings.

EDUCATOR STANDARDS AND PRACTICES COMMITTEE MEETING
(Dr. Olivia Oxendine, Chair; Mr. Eric Davis, Vice Chair)

The following members were present:

Olivia Oxendine, Chair
Eric Davis, Vice Chair
Amy White

Christine Fitch, Local Board Member Advisor
Freddie Williamson, Superintendent Advisor
Melody Chalmers, Principal of the Year Advisor
Bobbie Cavnar, Teacher of the Year Advisor
Yates McConnell, Senior Student Advisor

Also present were:

William Cobey, Chairman
A.L. "Buddy" Collins, Vice Chairman
June St. Clair Atkinson, State Superintendent

Greg Alcorn
Todd Chasteen
Wayne McDevitt
Rebecca Taylor

ES&P Chair Olivia Oxendine called the September 2016 Educator Standards and Practices (ES&P) Committee meeting to order.

ACTION

ES&P 1 – Educator Preparation – Legislation Requiring State Board Action: Student Teaching Clinical Practice Requirements

Policy Implications: General Statute §115C-296.8-9 & 11

SBE Strategic Plan:

Goal 3: Every student, every day has excellent educators.

Objective 3.1: Develop and support highly effective teachers.

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Lynne Johnson (Director, Educator Effectiveness Division) and Ms. Joyce Gardner (Director, Educator Preparation)

Description:

Institutions of Higher Education (IHE) with educator preparation programs must comply with the mandates outlined in House Bill 97. This item is presented in response to General Statute §115C-296.8-9 & 11:

Educator preparation programs shall ensure clinical educators who supervise students in residencies or internships meet the following requirements:

- a. Be professionally licensed in the field of licensure sought by the student.
- b. Have a minimum of three years of experience in a teaching role.

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- c. Have been rated, through formal evaluations, at least at the "accomplished" level as part of the North Carolina Teacher Evaluation System and have met expectations as part of student growth in the field of licensure sought by the student.

Educator preparation programs shall require clinical practice in the form of residencies or internships in those fields for which they are approved by the State Board of Education. Residencies or internships shall be a minimum of 16 weeks. Residencies and internships may be over the course of two semesters and shall, to the extent practicable, provide student experiences at both the beginning and ending of the school year. Field experiences must be required every semester with a full semester in a low-performing school, prior to student teaching.

Educator preparation programs with a clinical practice component shall require, in addition to a content assessment, a nationally normed and valid pedagogy assessment to determine clinical practice performance. Passing scores and mastery criteria will be determined by the State Board of Education.

See Attachment 2 for further information.

Recommendation(s):

It is recommended that the State Board of Education review recommendations to identify the pedagogy assessment to be used by North Carolina IHEs with educator preparation programs and begin the process to determine passing scores to meet the requirement of General Statute §115C-296.8-9 &.11. The related draft policy is attached for State Board of Education approval.

Discussion/Comments:

- ES&P Committee Chair Olivia Oxendine recognized Ms. Joyce Gardner to present this item.
- Noting that this item has been discussed by the ES&P Committee over the past several months, Ms. Gardner highlighted several important aspects of the draft policy. Specifically, she noted that staff have defined what "accomplished" means since it was not clear in the statute. For the purposes of this policy, "accomplished" has been defined to mean a teacher has received ratings of accomplished or higher on three of the five standards, to include Standard 4 on the most recent summative evaluation, or on Standard 4 for teachers on an abbreviated evaluation.
- A brief discussion ensued about the NC Reading Foundations and general curriculum requirements. Ms. Gardner noted that those requirements are already in place. She clarified that the student teaching clinical practice requirements are being added in response to legislation.
- Chair Oxendine inquired as to whether the assessments would be administered at the end of a student teacher's program of study or along the way. A brief discussion ensued about the requirements for the EdTPA and pedagogy assessments.
- Board member Wayne McDevitt suggested that as we think about placing a value on the clinical experience as it relates to next year's legislative budget, i.e., to include a stipend of some kind to allow these student teachers to focus on their clinical experience. He noted that this is really part of the university system's budget request, but that perhaps the State Board should elevate it. Vice Chairman Collins added that the SBE could have a rubric that indicates all associated costs as well as the kind of duties that student teachers are doing as an extra pair of hands in the school. He concurred with Mr. McDevitt's point that Dr. Oxendine and Mr. Martez Hill figure out the best way to package the information so that it can be a part of the SBE's legislative agenda considerations. In response, Dr. Oxendine briefly elaborated on the portion of the legislation that expands the time a teacher education major will spend in field experiences.

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- There was no further discussion.

This item was submitted for Discussion during the August State Board of Education meeting and is returned for Action in September 2016. (See Attachment ES&P 1)

ACTION

ES&P 2 – Policies on General Licensure Requirements – Policy Revisions: TCP-A-001

Policy Implications: SBE Policy #TCP-A-001

SBE Strategic Plan:

Goal 3: Every student, every day has excellent educators.

Objective 3.1: Develop and support highly effective teachers.

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Thomas Tomberlin (Director, Educator Human Capital Policy and Research), Dr. Lynne C. Johnson (Director, Educator Effectiveness) and Ms. Susan Ruiz (Section Chief, Licensure Section)

Description:

The North Carolina Department of Public Instruction (NCDPI) recommends a number of changes to teacher licensure and evaluation processes, which have an impact on several existing State Board of Education (SBE) policies. Provisions regarding educator licenses in the most recent budget bill necessitate revisions to existing SBE policies. Pursuant to state statute, out-of-state teachers applying for a NC teaching license must provide evaluation data from the state in which they hold a current teaching license. Out-of-state applicants who do not provide evaluation data are eligible only for an initial license. Teachers in their renewal year of a NC Continuing License must be deemed proficient on their summative evaluation in order to maintain a Continuing License. NCDPI recommends the SBE define the term “proficient” in relation to its use in the statute. Teachers who are not deemed proficient on the summative evaluation shall be placed on a mandatory improvement plan and will revert to an initial license. Reversion to an initial license shall not be deemed a demotion or result in a reduction of the teacher’s salary.

Recommendation(s):

It is recommended that the State Board of Education approve the evaluation and licensure policy changes on the attached list.

Discussion/Comments:

- ES&P Committee Chair Olivia Oxendine recognized Dr. Tom Tomberlin to lead the discussion of this item.
- Dr. Tomberlin shared that in August the State Board reviewed this policy, approving the section related to out-of-state applicants. Referring to page 7 of the policy (located on eBoard), Dr. Tomberlin reviewed the recommended changes to teacher licensure and evaluation processes, which are in response to provisions in the recent budget bill.
- In response to Chair Oxendine’s question, a brief discussion ensued about those teachers not completing the mandatory improvement plan, specifically, the issue of licensure separate from performance.
- Related to the input process, Board member Wayne McDevitt asked if HR directors have been included. Dr. Tomberlin explained that this policy and all policies dealing with employment and

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licensure have been shared and discussed with Dr. Atkinson's task force comprised of HR directors and superintendents across the state. Vice Chairman Collins asked for assurance from Dr. Tomberlin that, if the Board approves this item on Thursday, LEAs will not have to do retroactive work. Dr. Tomberlin explained that all teachers with a license have an expiration date of June 30. Therefore, teachers in their fifth year will all be renewed at the end of each five-year term provided they have completed all of the requirements as set forth in legislation.

- A brief clarifying discussion ensued related to converting to a continuing license, which is based on State Board of Education requirements.
- There was no further discussion.

This item was submitted for Discussion during the August State Board of Education meeting and is returned for Action in September 2016. (See Attachment ES&P 2)

ACTION ON FIRST READING

ES&P 3 – Recommendations from the Advisory Board on Requests for Exception from Teacher Licensing Requirements

Policy Implications: SBE Policy #TCP-A-021, TCP-B-009

SBE Strategic Plan:

Goal 3: Every student, every day has excellent educators.

Objective 3.1: Develop and support highly effective teachers.

Presenter(s): Dr. Olivia Oxendine (Member, State Board of Education), Ms. Susan Ruiz (Section Chief, Licensure Section) and Ms. Nadine Ejire (Asst. Section Chief, Licensure Section)

Description:

State Board of Education (SBE) policy #TCP-A-021 allows individuals who have not met licensing requirements due to extenuating circumstances to request an exception from the requirement or an extension of time. The request must include documents from the teacher, the principal, the superintendent, and the chair of the local board of education. A similar policy, TCP-B-009 allows colleges and universities to submit requests for exception to Praxis I testing requirements on behalf of students seeking admission to teacher education programs. Requests are evaluated by a panel chaired by a member of the SBE. Panel recommendations will be presented in closed session.

Recommendation(s):

It is recommended that the State Board of Education approve the recommendations of the Appeals Panel related to each request.

Discussion/Comments:

- ES&P Committee Chair Olivia Oxendine shared that this item will be discussed and acted upon during the Board's Closed Session later today.
- There was no further discussion.

This item is submitted for Action on First Reading during the September 2016 State Board of Education meeting. (See Attachment ES&P 3)

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DISCUSSION

ES&P 4 – Policies on Beginning Teacher Support Programs – Policy Revisions: TCP-A-004

Policy Implications: SBE Policy #TCP-A-004

SBE Strategic Plan:

Goal 3: Every student, every day has excellent educators.

Objective 3.1: Develop and support highly effective teachers.

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Lynne Johnson (Director, Educator Effectiveness) and Dr. Yvette Stewart (Assistant Director, Educator Effectiveness)

Description:

Currently each LEA develops a comprehensive program for beginning teachers, which is reviewed and monitored. The plan is approved by the local board of education. The policy has been reformatted to streamline the language for clarity, separating policy language from procedural language. A handbook for procedures and best practices will now be a separate document from the policy requirements; the handbook will be available online.

Recommendation(s):

It is recommended that the State Board of Education discuss the proposed revision to the Beginning Teacher Support Program.

Discussion/Comments:

- ES&P Committee Chair Olivia Oxendine recognized Dr. Lynne Johnson to lead the discussion of this item.
- Dr. Johnson prefaced this discussion by reminding Board members that this policy was presented in November 2015 for discussion. She explained that the policy has been reformatted to streamline the language for clarity, separating policy from procedural language. A procedures and best practices handbook has been created as a separate document from the policy requirements. Chair Oxendine added that this handbook will be available online.
- A brief discussion occurred about feedback from stakeholders.
- There was no further discussion.

This item is submitted for Discussion during the September State Board of Education meeting and will return for Action in October 2016. (See Attachment ES&P 4)

DISCUSSION

ES&P 5 – New Policy Allowing Adjunct Faculty to Teach Career and Technical Education (CTE)

Policy Implications: HB 1030, Session Law 2016-94, Sec. 8.32(c)

SBE Strategic Plan:

Goal 3: Every student, every day has excellent educators.

Objective 3.1: Develop and support highly effective teachers.

Presenter(s): Dr. Maria Pitre-Martin (Chief Academic Officer, Academic and Digital Learning) and Ms. Jo Anne Honeycutt (Director, Career and Technical Education)

Description:

HB 1030 allows Local Education Agencies (LEAs) to hire adjunct instructors for Career and Technical Education (CTE) courses and directs the State Board of Education (SBE) to develop minimum criteria of relevant education or employment experience to qualify to contract as an adjunct instructor in each CTE career cluster and shall make such criteria available to local boards of education.

The law sets forth the following requirements and limitations to the employment:

“The local board of education may contract with an adjunct instructor on an annual or semester basis, subject to the following requirements:

- (1) An adjunct instructor may be employed for no more than 10 hours per week.
- (2) An adjunct instructor shall be subject to a criminal history check to ensure that the person has not been convicted of any crime listed in G.S. §115C-332.
- (3) An adjunct instructor shall not be required to hold or apply for licensure as a teacher.
- (4) An adjunct instructor must complete preservice training in all of the following areas prior to beginning instruction:
 - a. The identification and education of children with disabilities.
 - b. Positive management of student behavior.
 - c. Effective communication for defusing and deescalating disruptive or dangerous behavior.
 - d. Safe and appropriate use of seclusion and restraint."

The CTE Division proposed the following criteria for discussion:

1. Candidates have the education and work experience requirements outlined in SBE policy #TCP-A-001 Section 1.55, or
2. Candidates are currently employed by a community college to teach in a related subject area, or
3. Candidates hold a current license for teaching in the same program area, or
4. Candidates hold an expired license for teaching in the same program area.

Adjunct Instructors must also hold any industry certifications required for teachers who are licensed to teach the same courses as identified in TCP-A-001.

LEAs will be responsible for accumulating evidence and validating the education and experience of individuals hired as an adjunct instructor. LEAs should determine the hourly contract rate based on the education and experience of the individual.

Recommendation(s):

It is recommended that the State Board of Education (SBE) review and provide feedback on the proposed recommendations for the minimum criteria for hiring adjunct instructors for CTE courses. The related draft policy is attached for SBE review.

Discussion/Comments:

- ES&P Committee Chair Olivia Oxendine recognized Ms. Jo Anne Honeycutt to present this item.
- Ms. Honeycutt briefly elaborated on the proposed policy, highlighting the four ways individuals may serve as Adjunct Instructors for CTE courses.
- In response to Local Board Member Advisor Christine Fitch’s question, Ms. Honeycutt provided clarification about the intent of the law, which allows LEAs to contract with individuals who meet specific requirements.

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- In response to Vice Chairman Collins's question if these CTE courses are articulated with community college courses, Ms. Honeycutt explained that many are not. Of those that are articulated, Mr. Collins asked if the requirements for the community college teacher differ from the requirements of regular education teachers. Ms. Honeycutt explained that the community college system has its own requirements for hiring faculty, highlighting several of the differences as examples. Vice Chairman Collins asked further if there is any reason for a CTE teacher in the public schools to have higher qualifications than those in the community college. Ms. Honeycutt explained that the technical background is very similar, but as a general statement, the community college does not require pedagogy instruction for working with exceptional children, etc. Vice Chairman Collins stated that he wants to ensure that we are not creating barriers for those particular courses in community college, which may not need the advanced pedagogy referenced in this discussion. As a general observation, Mr. Collins stated that it seems to him that high school faculty who are teaching articulable community college courses should have at least the same requirements as the community college, but also no more unless there is a specific reason. Mr. Collins asked that this be kept in mind when asking for future approval. Dr. Fitch stated that this policy appears to limit industry personnel as adjunct faculty, which may create a problem. A brief discussion ensued.
- There was no discussion.

This item is submitted for Discussion during the September State Board of Education meeting and will return for Action in October 2016. (See Attachment ES&P 5)

INFORMATION

N/A

NEW BUSINESS

- **Licensure Exam Cost Comparison**
 - ❖ **Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent)**
 - ❖ **Dr. Thomas Tomberlin (Director, Educator Human Capital Policy and Research)**

Dr. Tomberlin provided a comprehensive overview of the Licensure Exam Cost Comparison analysis (located on eBoard) constructed of the following groups:

- Elementary Education – Regular Education (with fewer than three years of experience)
- Elementary Education – Exceptional Children's Education (fewer than three years of experience)
- Elementary Education – Regular Education (out-of-state with three or more years of experience)
- Elementary Education – Exceptional Children's Education (out-of-state with three or more years of experience)
- All Other License Areas (disaggregated by NC Educator Preparation Program Completer, Out-of-State Applicant (fewer than three years teaching experience), Out-of-State Applicant (three or more years of teaching experience or NBPTS Certification) and Lateral Entry Applicant.

Board member Greg Alcorn asked about a comparison of other states in which Dr. Tomberlin stated another analysis would be needed. He stated that the difficulty would be in understanding the

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different requirements, which may differ state to state; a good comparison would require providing ballpark figures.

Chair Oxendine added that another cost not factored in this analysis would be for the Praxis 1 exam. A brief discussion ensued.

Board member Greg Alcorn asked if the cost for teachers is supplemented by any other entities. Superintendent Freddie Williamson shared that his LEA includes the fees as recruiting incentives and, in some cases, it is retroactive back to the Praxis exam. He added that this conversation lends itself to a student teaching stipend, noting that this is common practice in the Sandhills Region.

➤ **Local Alternative Teacher Preparation Programs (LATP)**
 ❖ **Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Lynne Johnson (Director, Teacher Effectiveness)**

Dr. Garland provided a framework for this new business item by explaining that staff have met with ES&P Chair Oxendine and Vice Chair Davis and it was determined that it would be helpful for the Board to have an opportunity to provide input for these RFPs. She described the authorizing legislation and the intent of the program to increase retention of lateral entry teachers in classrooms across the state. Dr. Garland also noted that this is the first time that LEAs have been given the opportunity to submit proposals to the SBE, using their own staff and partnering with higher education. It is important to note, that the language in the RFP says “requirements at a minimum,” which implies that the State Board has leeway to go beyond what is in the law, according to Dr. Garland. She added that staff want to ensure Board members have the opportunity for input. In addition, Dr. Garland noted that Dr. Oxendine has provided input based on the fact that teacher effectiveness was not referenced in the reporting requirements and Dr. Oxendine feels that such an addition to reporting will strengthen the report.

Dr. Garland recognized Dr. Lynne Johnson to review the criteria for the LATP RFP.

Dr. Johnson provided a comprehensive review of the criteria, including the submission and approval timeline (See Attachment 1, pg. 4, for the complete timeline). She reviewed eligibility and the review process, as well as terms and conditions. Dr. Johnson drew attention to the scoring rubric (located on pg. 12, Appendix B, of the attachment), speaking briefly about the components of the RFP that will be scored; the components include:

- Quality - content and pedagogy, program requirements comparable to a traditional teacher education program, innovative approach to teacher preparation, and specific structures for formative support in the initially licensed teacher’s first year of employment.
- Viability – financial and funding structures to ensure sustained operation, and structures exist for significant mentor connections and support.
- Evidence-Based – program is predicated upon an appropriate educational research base.
- Budget
- Goals/Objectives/Activities/Measures

Dr. Olivia Oxendine asked if the rubric is intended to assess the degree to which the model is innovative. Dr. Johnson clarified that the rubric is how the RFP will be scored.

In response to Board member Alcorn’s question about budget, Dr. Johnson spoke briefly about the rationale feature in the budget, which would be included with regard to sustainability.

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- **RFP Criteria for Teacher Compensation Models and Advanced Teaching Roles**
 - ❖ **Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Thomas Tomberlin (Director, Educator Human Capital Policy and Research)**

Dr. Rebecca Garland explained that the purpose of this RFP is to establish a three-year pilot program to develop advanced teaching roles and organizational models that link teacher performance and professional growth to salary increases in selected local school administrative units for classroom teachers.

Dr. Garland noted that the Department is seeking input for this draft as well as to ensure that the Board's wishes are included related to these new policy initiatives.

Chair Oxedine recognized Dr. Tom Tomberlin to provide an overview of the RFP criteria for teacher compensation models and advanced teaching roles.

Dr. Tomberlin shared that the Department, according to NC General Statute, developed an RFP to send out to LEAs to apply for the pilot program established in the latest budget bill. Noting an ambitious timeline, Dr. Tomberlin shared that the State Board of Education (SBE) must issue the RFP by September 15 and that the deadline for LEAs to submit their proposal is October 15. The SBE shall select up to 10 LEAs for the pilot by December 15, 2016.

Dr. Tomberlin explained that the first 10 pages of the attachment are the Department's standard RFP process combined with the content from the legislation.

Dr. Tomberlin drew attention to the Evaluation Rubric, located on page 11, which is comprised of the seven domains of the pilot program to help differentiate from the plans. The domains include: Plan Design, Qualifications for Positions, Job Responsibilities, Communication Strategy, Budget, Sustainability, and Outcomes and Evaluation. A brief discussion occurred about the scale of Well Below Average through Well Above Average.

State Superintendent Atkinson reminded Board members that staff would like their input as quickly as possible since the RFP is scheduled to be issued to LEAs by September 15.

A brief discussion occurred about the practicality of asking LEAs to respond within a month. Dr. Garland stated that it is likely that those school districts that are interested in this pilot are already looking at the law and have likely begun to develop their plans in anticipation of the RFP release.

Dr. Garland stated that the biggest issue is that the plans are not due back until October 15. The Board meeting is November 30-December 1. She stated that the Department could receive a large number of applications. She suggested that the Department is uncertain that, depending on the number of applications received, it can complete its review, make recommendations and prepare the Board materials prior to Thanksgiving for the Board's review. Therefore, the Department may need to have a special called meeting in December in order to meet the Board's requirement to award by December 15. Dr. Garland stated that submissions in October will determine the need for a conference call meeting after December 1.

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In response to Mr. Hill’s question, Dr. Atkinson described several occasions for which superintendents have participated in webinars and meetings where they have been given advanced notice about this pilot program as well as the short timeline.

➤ **Mentor Teacher Requirements**

❖ **Dr. Thomas Tomberlin (Director, Educator Human Capital Policy and Research)**

Dr. Tomberlin reviewed Section 8.32.(f) – Mentor Teacher Requirements of G.S. §115C-296, that direct the State Board of Education to develop a mentor program to provide ongoing support for teachers entering the profession. He noted with particular interest the requirement for mentor teachers to have been rated, through formal evaluations, at least at the “accomplished” level as part of the NC Teacher Evaluation System and have met expectations for student growth. Dr. Tomberlin explained that this particular component of the law is causing anxiety at the district level as to how they will achieve this requirement for their initially-licensed teachers.

Dr. Tomberlin spoke briefly about the “accomplished” rating. He explained that the mentor program is currently defined in policy – TCP-A-004 – where the guidelines and expectations of the mentor program are clearly articulated. In addition, Dr. Tomberlin explained that the purpose of this discussion is to determine how to amend that policy to reflect the changes in legislation. Specifically, he stated that the “accomplished” criteria is not currently defined in SBE policy, noting that if the Board sees fit to approve Ms. Gardner’s recommendation of what constitutes an accomplished teacher on Thursday, the Department will use that SBE definition of an “accomplished” teacher in this policy. Dr. Tomberlin also noted the statutory requirement that mentor teachers have met expectations of student growth, which is also not clearly defined.

Moving forward, Dr. Tomberlin raised issues for the Board’s consideration in revising this policy.

As it relates to the Accomplished rating, Dr. Tomberlin suggested using the definition of “accomplished” contained in the Cooperating Teacher policy, which

- For teachers on full evaluation cycle – 3 of 5 ratings at the accomplished level with Standard 4 (pedagogy) being rated at accomplished.
- For teachers on abbreviated evaluation cycle – Standard 4 must be rated at accomplished.

To put this into perspective, Dr. Tomberlin shared the following data from NCEES for the 2015-16 school year:

- 23, 635 teachers on abbreviated cycle meet the definition
- 22,682 teachers on full evaluation cycle meet definition

He noted that these numbers are upper limits for available mentor teachers – some teachers may be excluded for insufficient years of experience or not meeting growth expectations.

Dr. Tomberlin used a chart to illustrate that while the numbers may seem sufficient, the distribution across LEAs is not uniform. He explained that this is a function of the evaluation practices. He used the two largest LEAs to show the problems many of our districts will be facing in upholding the law.

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As it relates to the growth expectation, Dr. Tomberlin suggested that the SBE policy should provide a clear definition of “meets expectations for student growth.” While defined, Dr. Tomberlin shared that LEAs will invariably ask the following questions:

- most recent, single year of growth or three-year rolling average? (LEA discretion?)
- subject-level growth vs. growth composite
- implications on ASW growth ratings

Dr. Tomberlin spoke briefly about how SBE policy will address subject areas with no opportunities to measure growth, such as

- Birth-Kindergarten licensure
- K-2 teachers in dual-language immersion schools
- Elementary “specials” teachers who do not meet ASW requirements for participation

In terms of addressing the needs of the LEAs, Dr. Tomberlin reiterated that many LEAs are struggling to comply with the statutory requirements. Feedback from LEAs includes:

- insufficient number of eligible mentors
- many districts use retired teachers as mentors
- reduction in the number of “job-alike” mentors
- lack of compensation for mentors

Dr. Tomberlin provided the following possible solutions:

- allow for “buddy” teachers or unofficial mentors (e.g., retention specialists)
- allow official mentors to delegate certain responsibilities to designees (with less stringent eligibility requirements)
- provide incentives (monetary or otherwise) to offset increased workload for eligible mentor teachers

Board member Alcorn cited the intent of the law, noting that reality shows that an LEA can go from a large number of potential mentors down to zero in some cases. It was suggested that a deeper dive take place with respect to the intent of the law to figure out a way to interpret the law so that there are not unintended consequences due to the grading system for student growth.

From the beginning teacher’s perspective, Teacher of the Year Keana Triplett shared that the mentoring process can be confusing when more than one person is involved referring to the “buddy” teachers as mentioned by Dr. Tomberlin. Some buddy teachers may give conflicting advice, which will cause more stress to these beginning teachers who are already at the most stressful point in their careers, according to Ms. Triplett. She suggested focusing on what can be done for them while figuring out how to meet the newly required qualifications.

In response to Mr. Alcorn’s statements, Dr. Tomberlin shared that the vast majority of new teachers meet expected growth (approx. 80-90 %); therefore, the pool is not diminished as radically as one would think. Dr. Tomberlin clarified that he is more concerned with program atrophy where there are not enough people to mentor the number of new teachers coming in.

A brief discussion ensued about going back to the General Assembly to speak with the bill sponsors to negotiate or get further direction about the latitude to be creative. A brief discussion ensued.

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OLD BUSINESS

N/A

ADJOURNMENT

Indicating no other business, ES&P Committee Chair Olivia Oxendine adjourned the September 2016 meeting of the ES&P Committee.

BUSINESS OPERATIONS COMMITTEE MEETING
(Mr. Gregory Alcorn, Chair; Mr. Todd Chasteen, Vice Chair)

The following members were present:

Gregory Alcorn, Chair	Christine Fitch, Local Board Member Advisor
Mr. Todd Chasteen, Vice Chair	Freddie Williamson, Superintendent Advisor
Wayne McDevitt	Melody Chalmers, Principal of the Year Advisor
Eric Davis	Keana Triplett, Teacher of the Year
Rebecca Taylor	Bobbie Cavnar, Teacher of the Year Advisor
	Yates McConnell, Senior Student Advisor

Also present were:

William Cobey, Chairman	Olivia Oxendine
A.L. "Buddy" Collins, Vice Chairman	Amy White
June St. Clair Atkinson, State Superintendent	

BSOP Committee Chair Gregory Alcorn called the September 2016 Business Operations (BSOP) Committee meeting to order.

ACTION

BSOP 1– Restart School Funding Model

Policy Implications: SBE Policy #TCS-M-003

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

Objective 4.3: Use state and federal funding according to state and federal laws and State Board of Education policies.

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, School Business Division)

Description:

DPI staff and the staff of school systems that have restart schools have met on several occasions to discuss the best way to fund these schools. Staff discussed various possible funding models.

The following schools were approved at the April SBE meeting:

- Barwell Road Elementary (Wake County)
- Walnut Creek Elementary (Wake County)
- E.M. Rollins Elementary (Vance County)
- Goldsboro High School (Wayne County)
- Haw River Elementary (Alamance-Burlington Schools)

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There are five additional schools that have submitted applications and will be presented for Board approval at the September meeting (Chatham County – two schools), (Edgecombe County – two schools), and (Winston-Salem Forsyth – one school).

Proposed Funding Policy for a Restart School:

Fund as charter without transportation funds, exceptional children (EC), or limited English proficiency (LEP) included. Establish a new program report code (PRC) for tracking expenditures. Send out as a negative reserve where the local education agency (LEA) can select what to reduce.

More specifics recommended for inclusion in the Board policy:

- If returning state position allotments as part of the negative reserve, the positions returned will be based on the LEA average salary for that position.
- Transfers for exceptional children and career and technical education will follow the same restrictions as required for all LEAs.
- Teacher assistant funding can be returned as part of the negative reserve.
- The negative reserve reflects the funding in the PRC associated with the restart school. LEAs can use other state funding to support the school without converting the funds to the newly created restart PRC.
- Funding cannot be moved out of the restart PRC.
- Guaranteed allotments (annual leave and longevity) will be included in the negative reserve amount. You will not be allowed to expense to PRC 009 (the expense must be posted to the newly created Restart PRC).

Recommendation(s):

It is recommended that the State Board of Education approve the proposed funding model.

Discussion/Comments:

- BSOP Committee Chair Greg Alcorn recognized Mr. Philip Price to lead the discussion of this item.
- Mr. Price prefaced this item by drawing attention to the 10 schools that the State Board of Education approved as Restart Schools. He then provided an overview of the specific recommendations for the proposed funding model policy for these Restart Schools.
- There was no further discussion.

This item was presented for Discussion in August and returns for Action during the September 2016 State Board of Education meeting. (See Attachment BSOP 1)

ACTION ON FIRST READING

BSOP 2 – Title V State Abstinence Education (AEGP) Grant

Policy Implications: SBE Policy #TCS-O-001, Title V AEGP Grant

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

Objective 4.3: Use state and federal funding according to state and federal laws and State Board of Education policies.

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Presenter(s): Dr. Maria Pitre-Martin (Chief Academic Officer, Academic and Digital Learning), Dr. Tiffany Perkins (Director, K-12 Curriculum and Instruction) and Dr. Ellen Essick (Section Chief, Healthy Schools)

Description:

The Title V State Abstinence Education (AEGP) Grant Program was extended through Fiscal Year 2014 under the Patient Protection and Affordable Care Act of 2010 (Pub.L.111-148.). The purpose of the State Abstinence Education Program is to support student decisions to abstain from sexual activity by providing abstinence programming as defined by Section 510(b) of the Social Security Act (42 U.S.C 710(b) with focus on those groups that are most likely to bear children out-of-wedlock, such as youth in or aging out of foster care. As a condition of receiving this grant, North Carolina must certify that all abstinence education materials that are presented as factual are medically accurate and grounded in scientific research. This also pertains to any materials presented by sub-awardees of the state. In the Funding Opportunity Announcement (FOA) released by the U.S. Department of Health and Human Services Administration for Children and Families (ACF), the bulk of funding awarded to North Carolina will be distributed to 28 LEAs, one university, the North Carolina School Health Training Center and other partners.

The Title V State Abstinence Education Grant Program (AEGP) initially awarded \$1,585,347 to DPI and was accepted by the State Board of Education (SBE) in May 2011 (FY2010). For fiscal year 2 (FY2011), funding in the amount of \$1,652,476 was presented to the SBE as a continuation item during the October 2011 meeting. Year 3 (FY2012) funding was in the amount of \$1,714,293. Fiscal Year 2013 (Year 4) was reduced due to the federal sequestration. For Year 5, NCDPI received an award of \$1,603,856. For this fiscal year, beginning October 1, 2016, DPI was awarded \$2,544,986. The application abstract outlining how the program will be implemented is included in the supporting documents.

Recommendation(s):

The State Board of Education (SBE) is asked to grant approval of providing funding up to 28 of the 115 LEAs. The SBE is asked to take Action on First Reading.

Discussion/Comments:

- BSOP Committee Chair Greg Alcorn recognized Dr. Ellen Essick to present this item for Action on First Reading.
- Dr. Essick prefaced this discussion by noting that North Carolina has received the Title V State Abstinence Education grant for several years. She explained that this is a new grant funding cycle where LEAs will receive funding to be able to create sustainability in their programs and professional development around child abuse prevention, mental health, puberty education, etc.; the funding target is for fifth and sixth grade students.
- A brief discussion ensued about the equal allotment amounts; the grant funds are not for positions, but rather for professional development initiatives.
- In response to Board member Olivia Oxendine's question about the grant being integrated within a curriculum, Dr. Essick explained that the grant would support the elementary standards partially and professional development for teachers to recognize students who have special needs or who are at risk for abuse and teenage pregnancy and other factors. Funds are also used to support the Student Leadership Institute (a project developed in collaboration with the Social Studies section) around character development and specific student health initiatives.
- There was no further discussion.

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This item is presented for Action on First Reading during the September 2016 State Board of Education meeting. (See Attachment BSOP 2)

ACTION ON FIRST READING

BSOP 3 – State Personnel Development Grant

Policy Implications: SBE Policy #TCS-O-001

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

Objective 4.3: Use state and federal funding according to state and federal laws and State Board of Education policies.

Presenter(s): Dr. Maria Pitre-Martin (Chief Academic Officer, Academic and Digital Learning), Mr. William Hussey (Director, Exceptional Children Division) and Dr. Paula Crawford (NC SIP Project Director, Exceptional Children Division)

Description:

In March 2016, the Exceptional Children Division received notification from the Office of Special Education Programs (OSEP) of the award for federal funding of the competitive five-year State Personnel Development Grant (SPDG) in the amount of \$7,432,705 (\$1,486,541 annually) beginning October 1, 2016. The purpose of the grant, referred to as the NC State Improvement Project (NC SIP) is to improve the quality of teachers' instructional competencies to impact students' academic performance. The new goals are:

GOAL 1 - NC SIP staff will increase their capacity to provide leadership, professional development, coaching, and supports to participating districts, teachers, and families on leadership and effective reading, math, and content literacy instruction.

GOAL 2 - District and building administrators will have the skills to develop, implement, and evaluate district plans that support the improvement of core content instruction and achievement of students with disabilities in their districts.

GOAL 3 - Teachers and administrators will have the skills to effectively implement research-based reading, math, adolescent literacy and co-teaching instructional practices for students with disabilities in the K-12 classroom, which will lead to increased student engagement, student generalization of skills, academic achievement, and family engagement.

GOAL 4 - Pre-service teachers and in-service administrators enrolled in partnering IHEs, will have the capacity to effectively implement and support research-based reading, math, adolescent literacy, and co-teaching for students with disabilities.

The NC SIP will build upon implementation knowledge acquired since 2000 from the 95 participating LEAs across the state and over 30,000 teachers completing the professional development courses. The new goals address areas to strengthen that were identified in stakeholder meetings held during 2015-16. The accomplishment of these goals will be achieved through a more intentional, targeted, supported implementation and three levels of engagement termed: Best Practice Centers, Demonstration Sites, and Network Sites with the total site participation numbers over the five-year grant cycle to be based upon *diffusion of innovation theory* (Rogers, 1962-2003) – see appendix, beginning in the 2016-17 school year. These centers and sites will provide regional opportunities for professional 2 development and

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greater access to observe best practices at the local level and will be phased into participation with support.

The application for competitive selection to participate in NC SIP was developed for the LEA team to collaboratively complete – see appendix for Levels of Engagement Goals, Expectations, and Requirements Described: Best Practice Centers, Demonstration Sites, Network Sites. A systematic and objective scoring process utilized a rubric and scoring from multiple raters for selection of the sites. The professional learning focus will include newly revised and/or developed content and data collection:

- All leaders understand, support, and collaborate to provide evidence-based instruction (reading, math)
- Reading and Math Foundations courses (revised 2016)
- Evidence-based programs for reading and math instruction
- Coaching continuum to include virtual coaching
- Co-teaching for administrators and teachers
- Evidence-based adolescent literacy programming

The selected LEA teams at each participating school, with support and guidance from the NC SIP regional team (NC SIP Consultants and Regional Coach), will collaborate to develop the 2016-17 implementation plan.

Quarterly measurement goals will be clearly articulated in the plan and the year-end Developmental Review will be conducted to determine if goals are met.

PRC 082 funds will be budgeted and spent according to plan (by fiscal year end) and reflected in the annual LEA combined expenditure report by the due date – 90% for professional development and 10% for materials to support the professional development.

Meeting implementation plan goals, accountability for appropriate spending, and timely data reporting will be determining factors in continuing participation the following year.

May 25	All traditional LEAs and charters were invited to apply for 2016-17 NC SIP grant competition
June 13	15 Reading and 15 Math Regional Coaches were selected from 54 applicants to provide regional support and greater access, as instructors, to Reading and Math Foundations courses
June 24	75 applications were received for NC SIP grant participation competition
June 29	Final LEA application review and selection of sites completed (see attachment)
July & August	2016 Reading and Math Foundations revision recertification of instructors conducted
August 31	LEA names provided to the NC SBE for consent of funding
September 2	LEAs will be notified of selection as Best Practice Centers, Demonstration, or Network Sites
October	PRC 082 allotments to LEAs
November 7	Professional development, orientation of new sites, and action planning with LEAs
Winter and Spring	Ongoing professional development, coaching support, regional meetings, technical assistance provided for implementation plans and monitoring of progress

Recommendation(s):

It is recommended that the State Board of Education approve the funding.

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Discussion/Comments:

- BSOP Committee Chair Greg Alcorn recognized Mr. William Hussey to present this item for Action on First Reading.
- Board member Eric Davis recused himself from the discussion of this item.
- Mr. Hussey prefaced the overview of this item by noting that this is North Carolina's fourth award since 2000. He noted that this is the grant through which the Reading and Mathematics Foundations is funded. In addition, he shared that the funds are used for professional development for special education and general education teachers.
- Mr. Hussey pointed out that the Department is transitioning from just doing the training to developing different model sites throughout the state to serve as network sites, drawing attention to the list of where the best practices locations are located.
- Noting that the best way to do this professional development is face to face, Chair Alcorn asked Dr. Paula Crawford if there is any audio, video or webinar opportunities implemented in the process. Dr. Crawford explained that the Reading and Mathematics Foundation courses are very rigorous and is delivered best in a face-to-face format. She spoke briefly about funding availability for other delivery methods.
- There was no further discussion.

This item is presented for Action on First Reading during the September 2016 State Board of Education meeting. (See Attachment BSOP 3)

DISCUSSION

BSOP 4 – 2017-19 Biennial Expansion Budget Requests

Policy Implications: N/A

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

Objective 4.3: Use state and federal funding according to state and federal laws and State Board of Education policies.

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services)

Description:

In preparation for a request from the Office of State Budget and Management, the Department of Public Instruction (DPI) has solicited feedback both internally and externally on budget priorities for the 2017-2019 biennial budgets.

Additional information will be provided prior to the State Board of Education meeting.

Recommendation(s):

It is recommended that the State Board of Education discuss budget priorities.

Discussion/Comments:

- BSOP Committee Chair Greg Alcorn recognized Mr. Philip Price to lead the discussion of this item
- Mr. Price prefaced this overview by drawing attention to the five attachments for this item located on eBoard.

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- Mr. Price explained that the first attachment includes the Instructions for FY 2017-19 Budget Preparation from the Office of State Budget Management (OSBM) dated August 26, 2016, which provides the rules around submitting budgetary requests for the Biennium. Mr. Price noted that OSBM is requiring a two (2) percent reduction of the agency's 2016-17 BD 307 certified appropriation, adjusted for nonrecurring items. Mr. Price also shared that the materials submitted to the Board this month do not include any reductions at this time. He noted that \$173 million is required to be reduced from the Public School Budget and DPI. In addition, agencies are also subject to limits on what can be requested for 2017-19. General Fund appropriation expansion requests shall not exceed two percent (2%) of the agency's 2016-17 BD 307 certified appropriation, adjusted for nonrecurring items. When expansion requests are combined with reduction options, the change to the General Fund must be budget neutral or result in a net savings. Mr. Price shared that all budget requests must be submitted to OSBM no later than October 31, 2016.
- Mr. Price explained that the Department has requested clarification on items such as historically continuation adjustments and whether that should be considered as part of the expansion request. In addition, the Department has requested an extension of the October 31 deadline, which would allow the State Board to consider these documents during its November 3 meeting. Mr. Price noted that a response to those two requests has not been received at this time.
- Mr. Price summarized the feedback gathered from Regional Listening Meetings held in Black Mountain, Kernersville and Greenville to get input on local school district and charter school funding priorities in order to frame the State Board discussions. The summary was grouped into the following areas: classroom, school building, and district operations. Mr. Price reviewed the possible expansion budget items, possible policy discussions and other budget items previously considered for each of the categories, stressing that the information presented is not meant to be all inclusive, but rather a starting point to the 2017-19 biennium budget discussion. (See Attachment 2 for detailed information.)
- In response to Board member Wayne McDevitt's request for clarification about a separate process for a continuation budget, Mr. Price explained that three years ago a separate process was discontinued in legislation; funding must now be incorporated into the expansion budget. Mr. McDevitt pointed out that teacher pay was outside of the Board's request when we were limited and then the class size allotment was continuation, which could take up nearly the entire two percent maximum. A brief conversation ensued about historical funding activities related to these items. In follow-up, Chair Alcorn asked if teacher pay should then be removed from the Board's request. In response, Mr. McDevitt suggested that it should be removed and commented on via a letter from the SBE chairman to OSBM and the Governor. He added that it seems to him that we have general agreement on meeting the Board's goals and objectives by considering and prioritizing those goals. He suggested that the State Board request the pay issues outside of its "expansion request." Mr. Price explained that, historically, the State Board has expressed in its letter accompanying the Board's budget requests to the OSBM and the Governor the importance of salary increases and need for additional funding for professional development.
- State Superintendent June Atkinson shared that outside of the budget request from OSBM, state statutes require that the State Superintendent submit a Biennial Report to the General Assembly. The report requires the Department to identify the needs of public schools in North Carolina. She added that even though we are working with the budget requests, we also have the responsibility to have the needs displayed and covered in that report. Dr. Atkinson stated that in the past, the Department has depended on the State Board of Education to set its priorities. Even though we are limited to budget neutral, Dr. Atkinson explained that it is important from her perspective to go through the process to identify those needs so they can be in the Biennial Report submitted in January to the General Assembly.

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- After noting the flexibility in funding that charters and Restart Schools currently have, Vice Chairman Collins suggested that at some point the State Board should have a conversation about the funding model that we are currently using, which inhibits the SBE's ability to correctly communicate to the General Assembly about public school needs, flexibility, etc. A brief discussion ensued about the fact that a better presentation needs to be considered and to determine the right way to fund schools.
- At the request of Mr. Alcorn, Mr. Price continued the presentation related to school building and district operations.
- Under district operations, Board member Olivia Oxendine asked why the \$8,315 to increase funding for professional development related to the Holocaust couldn't be rolled under the Social Studies budget. Mr. Price spoke briefly about the contract with the Holocaust Foundation, which is responsible for providing professional development as directed by the General Assembly.
- From a BSOP Committee standpoint, Chair Alcorn asked Mr. Price to think about the type of format that can list line items and justify dollar amounts by showing a return on investment or consequence. He cited the following examples: Home Base – specifically the number of hours saved by educators, what type of consequence is occurring by not having textbook allotment funding, and for calendar flexibility we could quantify the amount of money in remediation that occurs by having the tests at the wrong time or days missed, etc.
- Local Board Member Advisor Christine Fitch also mentioned the ratio of students under the classroom component as it relates to reducing class size and the unintended consequences of classroom space and teacher availability.
- In closing comments, Chair Alcorn explained that this item will be a part of the Board's Planning and Work Session in October.
- There was no further discussion.

This item is presented for Discussion at the August and September State Board of Education meetings and will return for Action in October 2016. (See Attachment BSOP 4)

DISCUSSION

BSOP 5 – Revise Licensure Fees

Policy Implications: N/A

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

Objective 4.3: Use state and federal funding according to state and federal laws and State Board of Education policies.

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Ms. Susan Ruiz (Section Chief, Licensure Section)

Description:

Attached is background information on the current status of licensure expenditures and receipts along with some information to help guide conversations around changing the licensure fee structure.

Recommendation(s):

It is recommended that the State Board of Education review and discuss the proposed revised fee structure.

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Discussion/Comments:

- BSOP Committee Chair Greg Alcorn recognized Mr. Philip Price to lead the discussion of this item.
- Mr. Price prefaced this discussion by reminding Board members that in August, the Department projected that licensure receipts would be around \$360K, which is short of the anticipated need for operations. He noted that scenarios were provided in August based on increasing fees by \$10. He also noted that the Department recommended the elimination of one of the four Regional Alternative Licensing Centers at that time. Following that discussion, the State Board requested that the Department bring this item back for additional discussion in September.
- Mr. Price explained that the Department's recommendation has been revised based on feedback received from LEAs, superintendents and others across the state, noting that the Department recognizes that the initial recommendation was short-sighted as it appears there is a large need as expressed by testimonials and information supplied by stakeholders. Mr. Price explained that he will share that feedback to the State Board Office to include in a Friday Update so that Board members will have a better understanding of some of the advantages of the Regional Alternative Licensing Centers.
- According to Mr. Price, the budget shortfall would be approximately \$470K to operate the current licensing fee processes and that is with the opportunity of receiving some money from Title II (\$250K), based on the Department's analysis.
- Directing Board members to Attachment 1 (located on eBoard), which includes a link to view multiple other alternatives for changing the licensure fees. Mr. Price noted that also included in the material is the opportunity for SBE members to create their own ideas and proposals.
- Mr. Price reviewed the following recommendations to adjust Licensure fees to be effective January 1, 2017:
 - Increasing the out-of-state/lateral, CTE licensing fee structure by \$15 (\$85 to \$100)
 - Increasing initial-in-state licensing fee by \$15 (\$55 to \$70)
 - Increasing LEA-based renewals from \$0 to \$35 (currently 22,500 estimated teachers each year are not charged)
 - Reducing the current renewal fee for everyone by \$20 (from \$55 to \$35)
 - Increase fee for License Modifications by \$5 (\$55 to \$60)
 - Recommend maintaining Research fees of \$30

Mr. Price shared that the Department estimates that the new licensure fee schedule would generate sufficient resources to have a small contingency reserve and cover the cost of the four Regional Alternative Licensing Centers, current staff, and the needs of the licensing system. He noted that these recommendations will be out for 30 days to generate feedback and will come back for action in October.

- Vice Chairman Collins expressed concern for existing teachers in that this will be viewed as a tax and further reduction of their income. While acknowledging the need to charge for services, Mr. Collins stated that this recommendation sends a message to existing teachers that he is not comfortable with and wants the Board to consider the message.
- In addition, Mr. Collins asked if the initiative of moving veterans into the teaching profession was being addressed. Mr. Price spoke briefly about the legislation related to veterans, noting that some of the requirements for inclusion are actually less inclusive, i.e., this is more of a processing rather than a fee discussion. He added that there are modifications for veterans and spouses related to the process to receive a license. Mr. Collins elevated this issue to consider whether the process will also be given a financial break as well in order to remove barriers.
- At the request of Chairman Cobey, Mr. Price described an LEA-based renewal, which is when a teacher is employed by a school district, and the Department does not charge for a license renewal.

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The rationale for this is that, historically, they have never been charged and there is a lot of work that is being done by the LEA to collect the information for the renewal. Mr. Price clarified that the charge would be for the renewal of the license whether it is paid from local funds, by a private organization or by the teacher.

- A brief discussion ensued about the shortfall that is driving the need for fee increases. A \$400K shortfall occurred last year and was covered by non-recurring resources, according to Mr. Price. He added that this revenue stream will not be sufficient to cover the shortfall this year, but he anticipates using lapsed salary again and non-recurring reductions to cover the bridge.
- Referencing discussions from earlier this morning about mentor teachers, Mr. McDevitt suggested that this discussion be coupled with the larger budget discussion as well. Noting the suggestion, Chair Alcorn stated that the BSOP Committee will continue its discussions, but as of now, this item is scheduled to come before the Board for action in October.
- At the request of Dr. Oxendine, Mr. Price explained the difference between a renewal and an LEA-based renewal. He explained that there are a lot of retired individuals who find it important to maintain their Licensure in case they are interested in coming back. Mrs. Fitch added that it also gives them a higher rate of pay when they substitute teach.
- Teacher of the Year Advisor Keana Triplett shared that whatever decision is made, it will be a hard one. She concurred with Mr. Collins' statement about being cognizant about the message this will send to not only active teachers, but to veteran and retired teachers as well who will be upset with even a \$5 increase. Ms. Triplett explained that they do not have the perspective that we see on the Board because we get to see these discussions and know that you labor over them. For them it is hard to understand where these increases are coming from.
- Mr. Price reminded Board members that in August, he brought to the Board a comparison of other states so that they can reference that document. He pointed out that North Carolina is the only state that does not currently charge for renewal. The rates range from \$50 to \$131.
- There was no further discussion.

This item is presented for Discussion at the September State Board of Education meeting and will return for Action in October 2016. (See Attachment BSOP 5)

DISCUSSION

BSOP 6 – Collection and Calculation Method of Charter School Per Pupil Share

Policy Implications: HB 242, Session Law 2016-79, Sec. 1.6(d)

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

Objective 4.3: Use state and federal funding according to state and federal laws and State Board of Education policies.

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, School Business Division)

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Description:

Session Law 2016-79, (HB242), Section 1.6 modifies G.S. §115C-218-105(d), requiring the local education agencies (LEA) to provide to the State Board of Education (SBE) the following for each charter school to which it transfers a per pupil share of its local current expense fund.

The legislation states that the SBE shall adopt a policy to govern the collection of the following information:

- (1) The total amount of monies the local school administrative unit has in each of the funds listed in G.S. §115C-426(c).
- (2) The student membership numbers used to calculate the per pupil share of the local current expense fund.
- (3) How the per pupil share of the local current expense fund was calculated.
- (4) Any additional records requested by a charter school from the local school administrative unit in order for the charter school to audit and verify the calculation and transfer of the per pupil share of the local current expense fund.

The Department of Public Instruction (DPI) shall administer the information collection on behalf of the SBE. The LEA shall provide the information to DPI November 1 of each year. The information will be kept on file and will be available upon request.

The SBE shall issue a letter of noncompliance to a local school administrative unit that does not provide the State Board with the information required by this subsection.

Recommendation(s):

It is recommended that the State Board of Education adopt the recommended policy.

Discussion/Comments:

- BSOP Committee Chair Greg Alcorn recognized Mrs. Alexis Schauss to lead the discussion of this item.
- Mrs. Schauss explained that previous legislation required LEAs to provide to charter schools the method for calculating their per pupil share of the local portion of the county funds that go from the LEA to the charter school. House Bill 242 modified the language of the General Statute to require the LEA to provide the State Board of Education the information on the per pupil share by November 1 annually. Mrs. Schauss reviewed the specific information required in HB 242. In addition, the legislation also requires that the State Board have a policy on the collection method of this information. If the LEA does not comply, a non-compliance letter shall be issued.
- Mrs. Schauss drew attention to the proposed policy (located on eBoard - Attachment 1). She stated that the proposed policy is reflecting what is in the legislation that DPI, on behalf of the State Board of Education, will collect this information provided electronically by the LEA by November 1. The information will be kept at the agency for review and upon request. There is not a reporting requirement, according to the law.
- A brief discussion occurred about moving this item to Action on First Reading. There were no objections.
- There was no further discussion.

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This item is presented for Discussion at the September State Board of Education meeting and will return for Action in October 2016. (See Attachment BSOP 6)

INFORMATION

N/A

OLD BUSINESS

N/A

NEW BUSINESS

N/A

ADJOURNMENT

Indicating no other business, BSOP Committee Chair Alcorn adjourned the September 2016 BSOP Committee meeting.

**STUDENT LEARNING AND ACHIEVEMENT
COMMITTEE MEETING
(Mr. Eric C. Davis, Chair; Dr. Olivia Holmes Oxendine, Vice Chair)**

The following members were present:

Eric C. Davis, Chair
Olivia Oxendine, Vice Chair
Wayne McDevitt
Rebecca Taylor

Christine Fitch, Local Board Member Advisor
Freddie Williamson, Superintendent Advisor
Melody Chalmers, Principal of the Year Advisor
Keana Triplett, Teacher of the Year Advisor
Bobbie Cavnar, Teacher of the Year Advisor
Yates McConnell, Senior Student Advisor

Also present were:

William Cobey, Chairman
A.L. “Buddy” Collins, Vice Chairman
June St. Clair Atkinson, State Superintendent

Gregory Alcorn
Todd Chasteen
Amy White

SLA Committee Chair Eric Davis called the September 2016 Student Learning and Achievement (SLA) Committee meeting to order.

ACTION

N/A

ACTION ON FIRST READING

**SLA 1 – Compliance Commission Recommendations for Field Testing and Special Studies
Appeals for the 2016-17 School Year**

Policy Implications: General Statute §115C-174.12(b1); SBE Policy #GCS-B-000, SBE Directive

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1.1: Increase the graduation rate.

Objective 1.2: Graduate students prepared for postsecondary education.

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Tammy Howard (Director, Accountability Services)

Description:

On August 8, 2016, LEAs were notified of participation in field tests and special studies for the 2016–17 school year. LEAs were permitted to file an official appeal requesting that a school be excluded from a specific field test sample based on a written justification submitted by the LEA superintendent along with a Request for Appeals form. Requests for Appeals were collected by the Division of

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Accountability Services and presented to the Compliance Commission for Accountability at a conference call meeting on August 25, 2016. At the September SBE meeting the Compliance Commission recommendations for accepting or denying the appeals will be presented for Action on First Reading. Expediting action on this item will provide timely information to LEAs so they may plan for the 2016–17 school year.

Recommendation(s):

It is recommended that the State Board of Education approve the Compliance Commission’s recommendations regarding the appeals.

Discussion/Comments:

- SLA Committee Chair Eric Davis recognized Dr. Tammy Howard to present this item.
- Dr. Howard prefaced this item by sharing that notification of participating in field tests and special studies for the 2016-17 school year was sent to LEA superintendents and other leaders on August 8. She noted that LEAs had until August 19 to submit an appeal to the Department, and the Compliance Commission convened on August 25 to hear the appeals. Dr. Howard directed Board members to Attachment 2 (located on eBoard) to review the list of those schools that submitted appeals for various field tests and/or studies, the rationale, and the Compliance Commission’s recommendations. In summary, Dr. Howard noted that approval was recommended for only one appeal, which was made by Red Oak Middle School (Nash-Rocky Mount Schools) for the Proof of Concept Grade 6 (ELA/Reading).
- There was no further discussion.

This item is presented for Action on First Reading during the September 2016 State Board of Education meeting. (See Attachment SLA 1)

ACTION ON FIRST READING

SLA 2 – Release of 2015-16 Accountability and School Performance Grades Reports

Policy Implications: Elementary Secondary Education Act (ESEA)

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1.1: Increase the graduation rate.

Objective 1.2: Graduate students prepared for postsecondary education.

Objective 1.3: Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

Objective 1.4: Reduce the percentage of students needing remediation in post-secondary education.

Objective 1.5: Increase student performance on the state’s End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Tammy Howard (Director, Accountability Services)

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Description:

Achievement data, growth data, and School Performance Grades (A–F) for the 2015-16 school year will be presented for approval at the September SBE meeting on Thursday. Included are data on end-of-grade tests, end-of-course tests, The ACT, ACT WorkKeys, math course rigor, and graduation projects. Results for the state, districts, and schools will be available at <http://www.ncpublicschools.org/accountability/reporting/>.

Following this release, districts will be able to request data corrections until September 9, 2016. Once the data is finalized, it will be recommended that the Board approve any changes at the October SBE meeting.

Recommendation(s):

It is recommended that the State Board of Education approve the data results for the 2015-16 school year.

Discussion/Comments:

- SLA Committee Chair Eric Davis explained that this item is scheduled to be presented during the Thursday session of the State Board of Education meeting this month.
- There was no further discussion.

This item is presented for Action on First Reading during the September 2016 State Board of Education meeting. (See Attachment SLA 2)

ACTION ON FIRST READING

SLA 3 – Cohort Graduation Rate for the 2015-16 School Year

Policy Implications: General Statute §115C-105.20.40 (Article 8B) Elementary Secondary Education Act (ESEA)

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1.1: Increase the graduation rate.

Objective 1.2: Graduate students prepared for postsecondary education.

Objective 1.3: Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

Objective 1.4: Reduce the percentage of students needing remediation in post-secondary education.

Objective 1.5: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Tammy Howard (Director, Accountability Services)

Description:

The 2015-16 Cohort Graduation Rate will be presented for approval at the Thursday SBE meeting. The

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summary results will be published electronically at <http://www.ncpublicschools.org/accountability/reporting/cohortgradrate> on September 1, 2016. The report includes both a 4-year and a 5-year cohort graduation rate for all schools and districts.

Recommendation(s):

It is recommended that the State Board of Education approve the cohort graduation rate for the 2015–16 school year.

Discussion/Comments:

- SLA Committee Chair Eric Davis explained that this item is scheduled to be presented during the Thursday session of the State Board of Education meeting this month.
- There was no further discussion.

This item is presented for Action on First Reading during the September 2016 State Board of Education meeting. (See Attachment SLA 3)

ACTION ON FIRST READING

SLA 4 – 2016 Social Studies and Healthful Living Textbook Adoption

Policy Implications: General Statute §115C-85-102; SBE Policy #GCS-H-000, GCS-H-001, GCS-H-002, GCS-H-003, GCS-H-004, GCS-H-006, GCS-H-008

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1.5: Increase student performance on the state’s End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Goal 2: Every student has a personalized education.

Objective 2.2: Increase the number of teachers and students using digital learning tools.

Presenter(s): Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning), Dr. Tiffany Perkins (Director, Division of K-12 Curriculum and Instruction) and Dr. Carmella Fair (Textbook Coordinator)

Description:

The 2016 Social Studies and Healthful Living Textbook Adoption recommendations will be presented to the North Carolina State Board of Education. Dr. Dan Novey, Chairperson of the North Carolina Textbook Commission, will be available for questions.

Textbook Commissioners have completed deliberations and are now in the process of completing evaluation reports to make textbook adoption recommendations. The reports should be posted to eBoard by 2:00 pm on Friday.

Recommendation(s):

It is recommended that the State Board of Education approve the list of social studies and healthful living textbooks recommended by the Textbook Commission.

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Discussion/Comments:

- SLA Committee Chair Eric Davis recognized Dr. Tiffany Perkins to present this item.
- Dr. Perkins prefaced this presentation by explaining that the Department provides administrative support to the Governor-appointed Textbook Commission in the Textbook Adoption process. She explained that Dr. Dan Novey (Superintendent, Carteret County Schools) serves as Chair of the NC Textbook Commission, noting that he will address the Board following her brief comments.
- Dr. Perkins commended Dr. Carmella Fair (K-12 Instructional Resource Consultant) for the phenomenal job she has done while working tirelessly and collaboratively with staff in the Department, the Center for Urban Affairs, legal staff, purchasing and contracts, the textbook warehouse, former staff and the NC Compliance Commission, noting that the textbook adoption process has truly been a team effort.
- While acknowledging that State Board members received professional development in the fall of last year around the textbook adoption process, Dr. Perkins provided a brief overview for new board members. She explained that the recommended adoption list represents the publishers' submitted materials, reviewed by North Carolina teachers (advisors in the adoption process), selected by the Commissioners on the NC Textbook Commission. Upon their review, the recommended list of materials was found to be most aligned with the *NC Standard Course of Study* (threshold of alignment must be in place in order for a textbook to appear on the recommended list). In addition, Dr. Perkins noted that LEAs are not required to purchase the materials on the adopted list, noting that most LEAs make decisions on curriculum materials based on need and as deemed appropriate by their own local committees.
- Dr. Perkins drew attention to the following attachments located on eBoard:
 1. 2016 Health Education and Social Studies Textbook Adoption
Summary of Results – Number of Submissions
 2. NC Textbook Commissioners' Report
2016 Review of Health Education and Social Studies Textbook Submissions
- Prior to turning over the microphone to Dr. Novey for his portion of the presentation, Dr. Perkins thanked Dr. Novey publicly for his role as Chair of the NC Textbook Commission. She stated that the Department understands the demands that he has as a local superintendent and acknowledges that the textbook adoption process certainly has its own demands.
- Dr. Novey thanked Dr. Perkins and staff for their work in helping the NC Textbook Commission prepare a recommendation list of resources for Social Studies and Healthful Living so that teachers can have supplies and students can have updated materials to help them meet the state's goals for them to become productive citizens. Dr. Novey explained that the 102 advisors consisted of content specialists as well as Exceptional Children (EC) and English Language Learner (ELL) teachers who carefully reviewed materials from eight publishers for Social Studies and five publishers for Healthful Living.
- Dr. Novey directed Board members to the summary results in which there were 63 titles recommended for Social Studies and eight recommended for Healthful Living. In addition, he provided an overview of the review process, resulting in the NC Textbook Commission's recommendations for the Board's consideration and approval.
- A brief discussion occurred about legislative funding earmarked specifically for education resource materials; Dr. Novey emphasized the importance of this funding. He added that LEAs are resourceful, explaining that this textbook adoption list provides the consumer report list of items that LEAs know have been vetted properly and can, with assurance, go to the recommended list adopted by the State Board to find some very good resources. In closing, Dr. Novey stated that he hopes that the General Assembly continues to understand the importance of allowing our teachers to have the resources to help North Carolina students learn and grow.
- There was no further discussion.

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This item is presented for Action on First Reading during the September 2016 State Board of Education meeting. (See Attachment SLA 4)

DISCUSSION

SLA 5 – Report to the North Carolina General Assembly: Comprehensive Plan for Reading

Achievement

Policy Implications: General Statute §115C-83.4

SBE Strategic Plan:

Goal 2: Every student has a personalized education.

Objective 2.5: Increase the percentage of schools with a performance composite at or above 60% and meeting or exceeding growth.

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Mrs. Carolyn Guthrie (Director, K-3 Literacy)

Description:

The North Carolina Read to Achieve law (S.L. 2012-142 Section 7A) states that “the State Board of Education shall report biennially to the Joint Legislative Education Oversight Committee by October 15 of each even-numbered year on the implementation, evaluation, and revisions to the comprehension plan for reading achievement and shall include recommendations for legislative changes to enable implementation of current empirical research in reading development.”

The attached report includes priorities of a strategic plan for implementation based on the components of the legislation, the Comprehensive Reading Plan suggested revisions, additions and deletions, documentation of the North Carolina Department of Public Instruction’s implementation and deliverables of each component of the Read to Achieve legislation over the last two years, a statewide overview of Accountability measures that are required by this legislation, and results from a 2014-15 report on reading camps, assessment implementation, and alternate assessments. The report also includes recommendations for legislative changes to the law.

Recommendation(s):

It is recommended that the State Board of Education approve the report to the General Assembly Joint Legislative Education Oversight Committee on the Biennial Report on the Read to Achieve Legislation

Discussion/Comments:

- SLA Committee Chair Eric Davis recognized Mrs. Carolyn Guthrie to present this item.
- Mrs. Guthrie prefaced this discussion by explaining that General Statutes require the State Board of Education to report biennially to the Joint Legislative Education Oversight Committee (JLEOC) regarding implementation, evaluation, and revisions that have been made to the comprehensive reading plan.
- Mrs. Guthrie drew attention to the Comprehensive Plan for Reading Achievement (Attachment 1, located on eBoard). She described the contents of the report, which include recommendations based on current empirical research in reading development and current practices in response to stakeholder feedback following the last submission cycle. Mrs. Guthrie explained that the plan is built around six pillars and includes the overall strategic plan implemented by the North Carolina Department of Public Instruction (NCDPI) by components included the legislation. Mrs. Guthrie directed Board members to pages 12-19

to view the details about what the Department has done around those six pillars. She also drew attention to pages 21-23 for an overall view of what has been recommended to the Department and specific actions taken.

- After noting that the law asks for specific recommendations for changes to the legislation, Mrs. Guthrie reviewed the five recommendations located on pages 23-24.
- In response to Board member Wayne McDevitt's question, Mrs. Guthrie explained that no budget would be attached to these recommendations; it is just a different way of looking at things.
- Board member Rebecca Taylor spoke briefly about evidence of successes related to the transition of students who were not quite ready. She suggested that she would like to see the 90-minute blocks be required earlier than recommended – first to second or second to third grade because those are the years that parents do not want their child to fail; often times the child is not ready but parents do not want to hold them back. Ms. Taylor stressed that this is the time when these students need additional support. A brief discussion ensued. State Superintendent Atkinson suggested that as we review these recommendations perhaps we could incorporate the Board's recommendation dealing with the calendar since we know from research that a different type of calendar may be much more effective in helping children in Kindergarten through grade 3. Mrs. Guthrie noted the request.
- Vice Chairman Collins elaborated briefly about a presentation last year related to the fact that many students having problems in the third grade showed up for kindergarten one or two standard deviations below the curriculum being taught. He stated that until we address that issue, our tests in third grade are never going to reflect what is really happening in the classroom, i.e., a lot of growth is taking place but it is nearly impossible for a child to make up the deficit. He suggested that as we look at the reports on School Report Cards on Thursday, he would like a deeper dive into how we can change the trajectory of students who are chronically behind. Dr. Atkinson stated that Mr. Collins's recommendation can also be added to this report. In response, Chair Davis stated that the SLA Committee will devote time in October for a broader discussion.
- There was no further discussion.

This item is presented for Discussion during the September State Board of Education meeting and will return for Action in October 2016. (See Attachment SLA 5)

DISCUSSION

SLA 6 – Alternative Schools' Accountability Model

Policy Implications: General Statute §115C-12.24; SBE Policy #GCS-C-038

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1.1: Increase the graduation rate.

Objective 1.2: Graduate students prepared for postsecondary education.

Objective 1.3: Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

Objective 1.4: Reduce the percentage of students needing remediation in postsecondary education.

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Objective 1.5: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Tammy Howard (Director, Accountability Services)

Description:

In December 2014, the State Board of Education approved GCS-C-038, which gives alternative schools three options in lieu of reporting a School Performance Grade:

1. Alternative school returns student scores to the home school for inclusion in the home school's A–F school performance grade,
2. Alternative school reports data on student achievement and growth, and receives a status of progressing, maintaining, or declining, but does not receive an A–F school performance grade, and
3. Alternative schools may submit their own alternative accountability models to the State Board of Education for approval.

Alternative schools submitted documentation for the options that will be utilized for the 2016-17 school year by August 1. The Accountability Services staff has reviewed the requests and will present a summary of the options at the October meeting for discussion.

Recommendation(s):

It is recommended that the State Board of Education approve the alternative accountability options as presented.

Discussion/Comments:

- SLA Committee Chair Eric Davis recognized Dr. Tammy Howard to present this item.
- Dr. Howard prefaced this discussion by explaining that this is a recurring annual item related to alternative schools in which the State Board gives alternative schools the option, in lieu of reporting a School Performance Grade. Dr. Howard reviewed the options (listed above in the Executive Summary description paragraph). She also directed Board members to Attachment 2 (located on eBoard) to view the list of those schools requesting Option D participation, noting that the list is the same as was submitted last year.
- There was no further discussion.

This item is presented for Discussion during the September State Board of Education meeting and will return for Action in October 2016. (See Attachment SLA 6)

INFORMATION

N/A

OLD BUSINESS

N/A

NEW BUSINESS

➤ MTSS Implementation Update

- ❖ **Dr. Maria Pitre Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning)**
- ❖ **Ms. Amy Jablonski (Director, Integrated Academic and Behavior Systems)**
- ❖ **Ms. Susan Laney (MTSS Consultant, Research and Evaluation Specialist)**

SLA Committee Chair Eric Davis recognized Dr. Maria Pitre-Martin for this update.

Dr. Pitre-Martin prefaced this presentation by acknowledging that under the Consent Agenda this month (SLA 8) there is a report that will go to the General Assembly that discusses the repeal of the personal education plans and modifying transition plans. She stressed that it is important to note that the report asks the Department to look at students at risk of not succeeding in mathematics and literacy and how interventions are provided to those students. Dr. Pitre-Martin spoke briefly about the direct link of the Multi-Tiered System of Support (MTSS) item for how we can address those two issues as a state. She recognized Ms. Jablonski for the presentation.

Ms. Jablonski prefaced her comments by drawing attention to the attachments included on eBoard related to MTSS. She reviewed background information on the MTSS, which includes much more than providing interventions for students who are struggling. She noted that a big misconception about MTSS is that it is about intervention only. Ms. Jablonski drew attention to Attachment 4 (located on eBoard), which includes the six critical components of MTSS: leadership, building the capacity infrastructure for implementation, communication and collaboration, data-based problem solving, three-tiered instruction/intervention, and data evaluation. She stressed that only one is the three-tiered instruction intervention model, noting that when installed with fidelity, one can see a complete transformation of how a school and a school system operates. Referencing the problem posed about K-2, K-3, or all designs during Mrs. Guthrie's presentation of SLA 5- Comprehensive Plan for Reading Achievement, Ms. Jablonski stated that the answer to that problem is always an MTSS; it is about system design. According to Ms. Jablonski, if we are not happy with our outcomes, we must change our entire system. It is not just about literacy in third grade, or one component, it is about academics, nonacademic, attendance, behavior, outcomes, and implementation data all paired together to install success for students and staff.

Next, Ms. Jablonski recognized Ms. Susan Laney for the next portion of this update.

Using a PowerPoint presentation, Ms. Laney provided an overview of the implementation data, representing the first adopters in Cohorts 1 and 2 who began in the professional development cohort last year. She explained that Cohorts 1 and 2 are comprised of 48 traditional school systems, eight charter schools and one state-operated program, which totals 1,065 schools (See Attachment 5 for list located on eBoard).

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Ms. Laney explained that over half of the Cohort 1 and 2 districts engaged in a self-assessment of their MTSS implementation with their schools last spring, which gave an initial rate of completion of approximately 17% of our schools. She drew attention to Attachment 6 (located on eBoard), which provides information about the NC Self-Assessment of MTSS Implementation (SAM) Item Descriptors (39 items and rubric for evaluation for school-level teams to discuss and evaluate their performance). Ms. Laney spoke briefly about the selection process of SAM and the evaluation process with stakeholders and implementers across North Carolina to increase the robustness of this tool to provide additional value for our schools to drive their implementation. Ms. Laney noted that the state team has spent the past year supporting LEAs in the administration and uses of SAM to further implementation in schools. In addition, she briefly shared the results of the three deployment options for the use of the SAM selected by districts.

As it relates to next steps, Ms. Jablonski spoke briefly about the revisions to statewide professional development, resulting from feedback about the strengths and weaknesses for Cohorts 1 and 2. She noted that the coordinators need to have preview of the content prior to release to the district teams each month. Therefore, virtual preview coordinator meetings have been added. She drew attention to Attachment 9 (located on eBoard), which shows the total numbers for Cohorts 3 and 4. She also spoke about addressing HB 237 data and the benefits of installing an MTSS as well as systematic equitable access.

Noting a low submission rate, Board member Olivia Oxendine asked about Ms. Jablonski's confidence in the data. Ms. Jablonski concurred that the submission rate was low, explaining that this is not a required tool, so the fact that LEAs wanted to submit to DPI is a big component. In addition, she explained that following implementation science, the LEAs have been in exploration. Ms. Jablonski noted that LEAs learned about this tool in March 2016, and some of the districts decided to install what they learned in Learning Module 1 next year and deploy it, or build School Improvement Plans around the items in Module 1. According to Ms. Jablonski, LEAs were provided the autonomy to install at the school level. A brief discussion ensued.

Board member Rebecca Taylor commended Ms. Jablonski for her hard work, noting that this has certainly been a huge undertaking. She stated that she was pleased to hear that the Department is developing its own universal screening and progress monitoring assessment suite, outside of K-3 literacy, and asked Ms. Jablonski about the timeline for this training development. Ms. Jablonski reported that the goal is to have K-3 math available for fall 2017 and the validation study will take place over the next few months with several LEAs.

- **Every Student Succeeds Act (ESSA) Update**
 - ❖ **Dr. Tammy Howard (Director, Accountability Services)**
 - ❖ **Dr. Lou Fabrizio (Director, Data, Research and Federal Policy)**
 - ❖ **Mr. John Pruette (Executive Director, Office of Early Learning)**

Dr. Lou Fabrizio set the framework for this New Business item by highlighting the main points of this monthly ESSA update, which include a general update on ESSA by Dr. Fabrizio, long-term goals and progress measures by Dr. Tammy Howard, and Early Learning and ESSA opportunities by Mr. John Pruette.

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Dr. Fabrizio began the presentation by drawing attention to the six attachments located on eBoard. He spoke briefly about the Infographic (Attachment 6), which is the summary of spring public comment sessions. In addition, Dr. Fabrizio spoke about the August 23 presentation to the House Select Committee on Education Strategy and Practices. He stated that, in his opinion, the report was well received by the Committee; the handouts and PowerPoint are included in the Board material (located on eBoard). Dr. Fabrizio explained that it was made very clear that there is a misalignment between the A-F Grading System and the requirements of ESSA. The Committee Chairman, Representative Blackwell, specifically asked the Department to come back more frequently to provide status updates on the process. In addition, Dr. Fabrizio provided an updated list of stakeholders comprised of more than 90 organizations who will be invited to the second external stakeholder meeting, which will occur this fall.

Dr. Fabrizio shared that the U.S. Department of Education issued its draft regulations on the supplement/not supplant issue, noting that the Council of Chief State School Officers have already expressed their concern about it. According to Dr. Fabrizio, Chairman Kline, the head of the House Education and Workforce Committee stated the following: “What the Secretary is proposing is unprecedented and unlawful. The only way to make this right is to scrap this convoluted and regulatory scheme immediately. Members of Congress came together to pass bipartisan reforms that are designed to help every child receive an excellent education and we will not allow this administration to undermine these reforms with its own extreme partisan agenda.” In closing comments, Dr. Fabrizio predicted interesting times ahead related to ESSA.

Next, Dr. Tammy Howard spoke briefly about long-term goals and progress measures, explaining that North Carolina will need to establish ambitious state-designed long-term goals, which shall include measurements of interim progress toward meeting such goals and must measure academic achievement as measured by proficiency on state tests for ELA/Reading and mathematics EOGs and EOCs. Dr. Howard shared that at a recent meeting staff were reminded that 2017-18 is the first year of the implementation of the ESSA and is also the year that the Class of 2030 enters kindergarten. She added that in that same meeting, staff were encouraged to keep in mind that, while designing the state plan, it is not just for the students of 2017-18 and that we must have the long view. At this time, Dr. Howard recognized Mr. John Pruetto to speak about Early Learning and ESSA opportunities.

Mr. Pruetto spoke briefly about the connections between early childhood education and the ESSA. In response to Mr. Collins’ earlier comments about children entering kindergarten already behind and how there is never really an opportunity for children to catch up without great intervention, Mr. Pruetto stated that part of the solution is what happens from the time a child is born, noting that ESSA has potential to help in that matter. He spoke further in the context of the continuum of education and care for children, birth through third grade. Mr. Pruetto explained that while achievement gaps exist early and that it is nearly impossible to catch up, we know that high quality early education helps to prepare children for school success. He elaborated briefly on the efforts by the state through various initiatives such as NC Pre-K, Smart Start, etc. He stated that if we are going to leverage gains made in pre-k programs, sustained attention to high quality learning experiences is necessary. Mr. Pruetto added that there is evidence that the quality of early education continuum can and should be strengthened, and, if we don’t, achievement gaps are fairly stable from third grade going forward.

Mr. Pruette highlighted a provision in House Bill 1030, which requires the Department of Health and Human Services, in consultation with the Department of Public Instruction and any other agencies or organizations, to administer, support, or study early education in this state, and within resources currently available, to collaborate on an ongoing basis to develop and implement a statewide vision for early childhood education birth through third grade. Mr. Pruette suggested that now is an opportunity to think through that vision in a comprehensive way.

Noting grant opportunities within the ESSA, Mr. Pruette briefly described the following grants:

Preschool Development Grant

- Competitive grant funding to improve coordination, quality, and access for early childhood education for low-and moderate-income children from birth to age five
- Renewal grants are permissible, but can be no longer than three years
- State match required

Literacy Education for All, Results for the Nation (LEARN)

- Develop or revise comprehensive literacy instruction plans
- Provide targeted sub grants to early childhood education programs and local education agencies and their public or private partners to implement evidence-based programs that ensure high-quality comprehensive literacy instruction for students most in need.
- Must address high poverty communities.

In addition, Mr. Pruette spoke about opportunities within the State Plan, explaining that State Title I Plans must describe how they will support LEAs and schools that choose to use Title I funds to support early childhood programs. According to Mr. Pruette, approximately \$41M in Title I funds are being used currently to support early childhood programs.

Mr. Pruette highlighted several big opportunities, which include: improved coordination, parent and family engagement, and improved quality and effectiveness of workforce preparedness. Mr. Pruette suggested that the State Plan provides an opportunity to define a strategy for pre-K through grade 3 alignment in supporting districts and elementary schools, focused on educator effectiveness, instructional pools, learning environments and family engagement, including two-way communications to cultivate shared decision making with families. Mr. Pruette stated that it is important to include stakeholders in the process to inform the state and LEA plan.

As it relates to meaningful collaboration, Mr. Pruette noted that the Education Commission of the States has addressed how to drive meaningful collaboration beyond what is just informed through surveys. He reported that he has been working with the NC Early Childhood Foundation and will convene a group of stakeholders September 19 at the SAS Institute to talk about what strategic priorities should be elevated for inclusion in the State Plan to be recommended to the State Board for its consideration.

➤ **Proof of Concept Update**

❖ **Dr. Tammy Howard (Director, Accountability Services)**

Dr. Tammy Howard prefaced this update by announcing a name change from the current Proof of Concept name to NC Check-In, which emphasizes that these assessments occur throughout the school year, giving teachers opportunities to check-in with their students to better prepare them to meet grade-level proficiency by the end of the year. The assessments are administered three times to give periodic feedback; the Check-In administration testing windows are as follows:

Check-In 1: October 17-Nov. 16, 2016

Check-In 2: January 2-31, 2017

Check-In 3: March 1-31, 2017

Dr. Howard reported that the Department has selected a stratified random sample of schools to represent the state demographics; she provided that breakdown, which includes Grade 5 Mathematics, Grade 6 ELA/Reading, and volunteer districts.

As it relates to specification documents, Dr. Howard explained these documents are critical since there are three separate Check-In points. This ensures that we share information with teachers so they know exactly what is being addressed for each Check-In. Dr. Howard explained that these documents are on the Department's website, which will allow teachers to find the information related to the standards that will be assessed by each NC Check-In. It provides the number and type of selections for ELA and items, supplemental materials; provides administration windows and time; and provides information on the test development process.

Dr. Howard described the post-administration content meetings to gather feedback on the 2015-16 Proof of Concept administration. She explained that Test Development convened a grade five mathematics clarification group comprised of teachers, central office curriculum and instruction teachers and/or instructional coaches. In addition, a grade six ELA/Reading focus group was convened comprised of 10 teachers and one central office curriculum instruction leader. These groups provided feedback around whether the training and resources were adequate, if the communication was effective, if the reports and items were useful in providing data on students' learning, and how to improve the assessments.

For next steps, Dr. Howard shared that on September 16, Accountability Services will host an informational webinar for teachers across the state. The webinars are recorded and if someone registers they may access it whenever convenient for them. Dr. Howard also stated that there are Regional Accountability Coordinators across the state that will provide training on administration procedures for each district and charter school. In closing, Dr. Howard shared that the Curriculum and Instruction team is currently having discussions about how they will involve NC Check-In professional development in their work.

Chair Davis commented on how the term Check-In conveys the personal connection we are trying to make, and it takes a readjustment of our mindset to reinforce that concept if that is our intention, noting that this is a wise change as we move into the second year of this long-term process to improve the way we are helping our students.

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Board member Olivia Oxendine asked about gains in terms of student achievement. Dr. Howard stated that in comparing the participants of the Proof of Concept in 2015-16 to the samples pulled of students that did not participate, there was a significant difference. She added that feedback from the participating schools show that it was a positive experience. Dr. Howard cautioned that long-term data is needed to provide a stronger conclusion.

ADJOURNMENT

Indicating no other business, SLA Committee Chair Eric Davis adjourned the September 2016 meeting of the SLA Committee.

EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE MEETING
(Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)

The following members were present:

Rebecca Taylor, Chair
Wayne McDevitt, Vice Chair
Gregory Alcorn
Reginald Kenan
Olivia Oxendine
Amy White

Christine Fitch, Local Board Member Advisor
Freddie Williamson, Superintendent Advisor
Melody Chalmers, Principal of the Year Advisor
Keana Triplett, Principal of the Year Advisor
Bobbie Cavnar, Teacher of the Year Advisor
Yates McConnell, Senior Student Advisor

Also present were:

William Cobey, Chairman
A.L. “Buddy” Collins, Vice Chairman
June St. Clair Atkinson, State Superintendent
Dan Forest, Lt. Governor

Todd Chasteen
Eric Davis

EICS Chair Rebecca Taylor called the September 2016 Education Innovation and Charter Schools (EICS) Committee meeting to order.

ACTION

EICS 1 – Revised Academic Improvement Plan for Rocky Mount Preparatory Academy
Policy Implications: General Statute §115C-218, SBE Policy #TCS-U-010

SBE Strategic Plan:

Goal 2: Every student has a personalized education.

Objective 2.4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools) and Dr. Deanna Townsend-Smith (Lead Consultant, Office of Charter Schools)

Description:

Based on State Board of Education (SBE) Policy #TCS-U-010, Rocky Mount Preparatory (RMP) was deemed as “inadequately performing” in 2014-15. The Charter Schools Advisory Board (CSAB) required RMP to develop an Academic Improvement Plan (AIP) and subsequently reviewed and recommended the original AIP to the SBE for approval in January 2016. RMP did not meet academic growth expectations and had a Grade-Level Proficiency Performance Composite of 31.4% for 2014-15. On April 7, 2016, the SBE approved the AIP submitted by RMP. In light of the material changes to the AIP plan caused by the amendment request approved by the SBE on June 2, 2016, to terminate its management contract with Master Mind Prep Solutions, RMP submitted an amended AIP to the SBE for approval. The SBE provided RMP 30 days from its June 2, 2016, amendment approval to amend the AIP.

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Prior to approving the amended AIP, the SBE requested at its July 2016 meeting that the CSAB review the revised plan and make a recommendation to the SBE regarding the revised AIP. During its regularly scheduled meeting on August 9, 2016, the CSAB voted to recommend that the SBE accept the amended AIP for RMP. While the CSAB provided suggestions to RMP to improve its plan, no official recommendation was provided to require the school to make the suggested changes.

In June 2016, House Bill (HB) 242 removed the definition of “inadequate performance” for charter schools and now requires charter schools to be identified as “low performing.” Specifically, HB 242 reads “a continually low-performing charter school that has been designated by the State Board as low performing for at least two of three consecutive years.” RMP meets the definition of continually low performing; however, is submitting this AIP for approval to outline how it will improve student outcomes as measured by state assessments. HB 242 further directs that the SBE “shall not terminate or not renew the charter if the charter school has implemented a strategic improvement plan approved by the State Board and is making measurable progress toward student performance goals.” RMP charter is currently seeking renewal for a charter that will expire June 2017.

Recommendation(s):

The Charter Schools Advisory Board recommends that the State Board of Education accept the Academic Improvement Plan for Rocky Mount Preparatory Academy.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor recognized Dr. Deanna Townsend-Smith to present this item.
- Dr. Townsend-Smith reported that, based on SBE Policy #TCS-U-010, Rocky Mount Preparatory Academy was inadequately performing in 2014-15. She explained that the Charter School Advisory Board (CSAB) required Rocky Mount Preparatory to develop an Academic Improvement Plan (AIP). After the State Board of Education (SBE) approved the AIP in January 2016, Rocky Mount Preparatory separated from its Educational Management Organization (EMO) – Master Mind Prep, which required Rocky Mount Preparatory Academy to revise its approved AIP. The CSAB reviewed the revised plan and recommends approval by the SBE.
- Chair Taylor pointed out that the CSAB also provided some suggestions to Rocky Mount Preparatory Academy representatives when they submitted their revised plan. Dr. Townsend-Smith shared that the Office of Charter Schools has communicated those suggested changes to the school and they have communicated that they will incorporate those changes into their plan.
- At the request of Chair Taylor, Dr. Townsend-Smith spoke briefly about the impact of HB 242 on Rocky Mount Preparatory Academy. She explained that SBE Policy #TCS-U-010 will need amendment since HB 242 stipulates that charter schools now be identified as low performing and continually low performing like their traditional counterparts. She stated that it is likely that Rocky Mount Preparatory Academy will fall into the category of continually low performing, but will have an opportunity to work through their plan; the charter is up for renewal in 2017.
- There was no additional discussion.

This item is submitted for Action during the September 2016 State Board of Education meeting. (See Attachment EICS 1)

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ACTION ON FIRST READING

N/A

DISCUSSION

EICS 2 – Annual Charter Schools Performance Framework Overview

Policy Implications: N/A

SBE Strategic Plan:

Goal 2: Every student has a personalized education.

Objective 2.4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools) and Ms. Cande Honeycutt (Consultant, Office of Charter Schools)

Description:

In September 2014, the State Board of Education (SBE) commissioned the Office of Charter Schools (OCS), through its strategic plan, to develop and implement a Performance Framework (PF). Specifically, the PF captures school data trends over time, is a part of the renewal process, and may be used for high-stakes decision making. Information outlined in the PF allows OCS to provide charter schools, SBE, and the Charter Schools Advisory Board (CSAB) one consistent document to determine whether a charter school is meeting academic, operational, and financial goals.

The OCS published the first PF for charter schools in June 2015. At the August 5, 2015, meeting, OCS updated the SBE on the June 2015 PF and outlined next steps for the 2016 release. After receiving feedback from the field and upon recommendation of the CSAB, the OCS made adjustments to the PF to include information only required by statute, SBE policy, and the charter agreement. Further changes included producing a more simplified document to contain two (2) ratings (Compliant and Not Compliant) and streamlining the data collection/review process using Microsoft SharePoint. Finally, a timeline was established to align the PF release with the NC Department of Public Instruction's annual academic data announcement.

The 2016 PF data collection period started June 23, 2016, and concluded July 8, 2016. Prior to the data collection period, OCS providing training to all charter schools on using Microsoft SharePoint. During the data collection process, technical assistance was granted as needed. Extensions were granted to charter schools requesting additional time to submit information. OCS reviewed and provided feedback for items submitted for the PF from July – August 2016. OCS then provided a correction period for schools to adjust items to ensure compliance with statute, SBE policy, and the charter agreement. Any school not making specific corrections or submitting requested documentation after extension requests received a rating of "Not Complaint" for the 2016 PF.

Recommendation(s):

The Office of Charter Schools recommends that the State Board of Education accept the 2016 Performance Framework.

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Discussion/Comments:

- EICS Committee Chair Rebecca Taylor explained that the discussion of this item has been delayed until October 2016.
- There was no further discussion.

This item is presented for discussion in September and will return for Action during the October 2016 State Board of Education Meeting. (See Attachment EICS 2)

DISCUSSION

EICS 5 – Implementation Timeline for Achievement School District

Policy Implications: General Statute §115C (Article 7A)-Achievement School District and Innovation Zones

SBE Strategic Plan:

Goal 2: Every student has a personalized education.

Objective 2.5: Decrease the percentage of low-performing schools and low-performing school districts in the state.

Presenter(s): Mr. Adam Levinson (Chief Performance Officer)

Description:

In the 2016 Legislative Session, House Bill 1080 establishes Achievement School Districts. Section 8 of the bill states that ""The act is effective when it becomes law and supervision of achievement schools by the Achievement School District shall begin with the 2017-18 school year. In the discretion of the State Board of Education (i) the ASD Superintendent may not be required during the 2016-17 school year to recommend qualifying schools for inclusion in the ASD for the 2017-18 school year and (ii) the time line for selection of achievement schools for the 2017-18 school year provided in G.S. 115C-75.7 may be varied, but in no event may the local board of education's decision occur later than April 1, 2017. The State Board of Education may select up to five qualifying schools to transfer to the ASD beginning with the 2017-18 school year but shall select at least two qualifying schools to transfer to the ASD no later than the 2018-19 school year and shall have selected five qualifying schools for transfer to the ASD no later than the 2019-20 school year."

The North Carolina State Board of Education will discuss this month the implementation of the timeline regarding the ASD legislation.

Recommendation(s):

It is recommended that the State Board of Education discuss the legislation's timeline and make the needed implementation timeline decisions.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor recognized Mr. Adam Levinson to lead the discussion of this item.
- Mr. Levinson prefaced his comments by drawing attention to the attachments located on eBoard. He referenced slides 8 and 9 from the PowerPoint presentation used during the August State Board meeting, which provide the timeline for the implementation of the Achievement School

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District (ASD). The second attachment is a copy of Session Law 2016-110 (House Bill 1080). He suggested that Board members reference the language of the bill included in the Executive Summary above that is most relevant to today's discussion.

- Mr. Levinson framed the discussion by explaining that one of the key points discussed in August is that the State Board has some discretion in determining the timeline for implementation, specifically in which year the ASD will begin operations, i.e., schools recommended or assumed into the process. He reiterated the words "some discretion," noting that there are quite a few prescriptive deadlines in the bill that only come into play when the Board decides on the first year of operation.
- Mr. Levinson drew attention to the last sentence in the Executive Summary that frames the big choice of whether to begin in 2017-18 or 2018-19.

"The State Board of Education may select up to five qualifying schools to transfer to the ASD beginning with the 2017-18 school year but shall select at least two qualifying schools to transfer to the ASD no later than the 2018-19 school year and shall have selected five qualifying schools for transfer to the ASD no later than the 2019-20 school year."

- At this point, Mr. Levinson reviewed the ASD timeline located on pgs. 8 and 9 of the PowerPoint attachment if the State Board chooses to begin the ASD in 2017-18.
- Chairman Bill Cobey noted that, in his opinion, these timelines are unrealistic. He stressed that he wants to be part of something that is successful, and the number one priority that the Lt. Governor is working on is getting the superintendent in place as soon as possible. He acknowledged that there is a huge amount of work to be done, but wants to drive a stake in the ground on where he stands on this issue. He shared that he has had interaction with legislative leadership, and they understand the ambitious timeline, noting that the superintendent is supposed to recommend the schools. Lt. Governor Forest reported that a meeting is scheduled to convene on September 22 to go through the selection process for a superintendent so the SBE can make an approval of that candidate in October. He added that in his discussions with legislators, they want to move forward. The Lt. Governor stated that he does not know how realistic the timeline is, but suggested that we make every attempt to move forward with the schedule. As it relates to the rest of the timeline, Lt. Governor Forest stated that to some degree we should leave it to the new superintendent to determine. Acknowledging from the discussion that some schools might be volunteering for this program, the Lt. Governor stated that some schools may move more quickly than the stated timeline. He suggested that he did not believe the Board needed to make any timeline decisions prior to getting the superintendent on board. A brief discussion ensued about the possibility of schools volunteering.
- State Superintendent Atkinson explained that one of the challenges for the new superintendent of the ASD is to prepare the contracts and all of the RFPs to which different prospective As Operator entities can respond. She added that even with the timeline we have, it may be extremely difficult for the new superintendent to be able to make recommendations without at least a two- or three-month window to go through the selection and review process.
- Board member Wayne McDevitt concurred with Chairman Cobey's statements as he expressed an interest in doing this process right. He shared that there have been a lot of mixed results at best in other states and given the results, he wants to ensure that we are learning from those results if other states would be willing to share lessons learned. Mr. McDevitt suggested that the Board not rush to meet some arbitrary deadline and perhaps take the year to do this right.
- Board member Amy White asked about whose responsibility it would be to reconcile all of the questions regarding financial responsibility for the schools that are applying or selected for the new

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district, i.e., transportation, assignment, funding per pupil, etc. In response, Mr. Levinson explained that the new superintendent would be involved, if not primarily responsible for making the determinations and seeing that any plans are executed. This process will involve conversations with the districts and operators, and interpretations of General Statutes and State Board policy. Mr. Levinson added that an internal group within the agency has been convened comprised of members from different divisions who deal with, for example, allotments, curriculum and instruction, etc. so that we are aware of the issues and are in a position to support the ASD superintendent.

- In response to Ms. White's question about an opt-out choice for parents who do not want their child(ren) to attend the ASD school, Mr. Levinson stated that the answer to Ms. White's question would fall under the category of many items to be discussed.
- Board member Davis asked if the State Board is required to select an operator(s) prior to the local board making its decision. He explained that the reason for his question is that we could do a lot of work to determine who the operators should be only to have the local board decide to just close the school. Mr. Levinson stated that this also falls under the category of items that requires significant due diligence before providing a definitive answer. He added that the legislation states that the State Board "may" select an operator by January 15. It implies that this is the earliest that the State Board may select an operator. The State Board "must" select an operator by February 15. A brief discussion ensued about voluntary schools. Mr. Levinson stated that there are many questions yet to be answered, but he believes there is room for flexibility in the process. Parent choice was also another topic that was suggested as needing further discussion.
- Lt. Governor Forest stated that the goal would be to hire someone in one month, reiterating that to rush through a decision does not make sense to him without the superintendent's involvement, because then the superintendent effectively has three or four months to figure out which schools apply to the formula. He added that he trusts that the ASD superintendent can determine whether the timeline is sufficient to move forward or wait a year.
- Mr. McDevitt shared that having read the bill there are many questions. He noted that Board member Davis's question about the sequencing is very important – for instance, which comes first – the operator or the superintendent – or does that happen simultaneously? A brief discussion followed about contracts related to property. Mr. Levinson explained that the bill does not speak to the administrative realities, which will have to be worked out. In addition, he pointed out that the operators need to respond to a competitive process in order to win the contract, which is not an insignificant process. He also noted that one of the key things that the ASD superintendent must do is to ensure that the request for bids for operators is structured and written in a way that makes sense given the practical considerations raised by the Board. In response to Chair Taylor's question, Mr. Levinson confirmed that an RFP has not been designed yet. He explained that the bill states that the State Board shall contract with these operators. He spoke briefly about the bill's language, which implies that these schools will operate similarly to charter schools, but the Achievement Schools are not charter schools. He stated that it might be reasonable to consider using the Charter School Agreement, which is essentially the same type of contract needed for the ASD operators. He noted that this decision would just be the starting point as there may be other considerations to contemplate. A brief discussion ensued.
- Board member Davis agreed with the Lt. Governor's comments, stating that if we are looking at this as a local district and we are hiring a superintendent, we need to get the superintendent on board prior to making these big decisions, keeping in mind that the superintendent may not be able to start immediately.

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- Chair Taylor stated that while we are all overwhelmed because this happened so quickly, this is probably the most significant education innovation issue that has come before the EICS committee, and it is very exciting. She concurred with her colleagues that she also wants this initiative to be very successful and agreed that we need to learn from others as suggested by Mr. McDevitt. In addition, she concurred that hiring the ASD superintendent is the critical next step.
- A brief discussion ensued about the hiring process, job announcement, salary range, etc. for the superintendent, which was followed by a discussion about job responsibilities, including collaboration with local boards of education and staff.
- Local Board Member Advisor Christine Fitch asked about criteria in the selection process for operators to ensure a successful track record of existing charters. Mr. Levinson explained that this issue is addressed in the legislation, specifically as it relates to the quality level of the operator.
- Board member McDevitt asked if there is a point within the five-year period that schools can graduate out of the ASD. Mr. Levinson explained that the contract is for a five-year period, noting that there is a provision in the bill related to the potential of going in various directions at the end of five years.
- A discussion ensued about the decision to determine whether to start in 2017-18 or 2018-19. Mr. Levinson explained that this decision is at the State Board's discretion. He added that in conversations with various relevant parties, including legislators and charter school experts, he has heard concern and opinions expressed that in order for this to be done well, the path to success must include a planning year.
- In response to Lt. Governor Forest's question, Mr. Levinson confirmed that the legislation allows for the possibility of only one school starting in Year 1 (2017-18).
- In another related item, Mr. Levinson talked about producing a list of qualifying schools when the accountability data is released. Again referencing conversations with others, including the State Board Chairman, Mr. Levinson spoke about concerns about the possible impact of producing a list if the Board determines that it is unrealistic to start in 2017-18. In that scenario, the list would become hypothetical, which may do a disservice to and create unnecessary anxiety for those on the list or not on the list. A brief discussion ensued about when would be the appropriate time to produce the list, with the group agreeing that the time would be when the list is real and actionable.
- Dr. Fitch shared that when a new school is opened at the local level, there is always a planning year. She was concerned about a rushed timeline due to an arbitrary schedule, noting that, in her opinion, it is not in the best interest if we want the ASD to be successful.
- Chair Taylor clarified that this item is for discussion purposes this month.
- There was no further discussion.

This item is presented for discussion during the September State Board of Education meeting and will return for action in October 2016. (See Attachment EICS 5)

INFORMATION

N/A

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NEW BUSINESS

➤ **NC Virtual Charter Schools Update**

- ❖ **Mr. Dave Machado (Director, Office of Charter Schools)**
- ❖ **Mrs. Alexis Schauss (Director, School Business Administration)**

Using a PowerPoint presentation, Mr. Machado set the framework for this New Business item by noting that, per State Board of Education directive, Mr. Nathan Curry (NC Connections Academy) and Dr. Joel Medley (NC Virtual Academy) will present today describing their perspective school operations. At this time, he recognized Mrs. Alexis Schauss (Director, School Business) to present a year-end financial summary for both of the virtual charter schools.

Mrs. Schauss provided a comprehensive year-end summary related to funding and student accounting from 2015-16. (For complete details, see Attachment 1, located on eBoard.) She explained that Dr. Howard would address the academic achievements on Thursday when the data is released. A brief discussion ensued on the enrollment and withdrawal data.

Noting that he has been skeptical about virtual charter schools since the beginning, Vice Chairman Collins stated that over time he recognizes that we are dealing with a pilot and as we move to digital learning, one of the important lessons we can learn from these two experiments, the things he will be looking for from staff is to tell us what works, what doesn't, what the funding level should be, procedures, etc. because he envisions as digital learning develops in the state, we are going to have opportunities to create something just like this. He shared that there is a very active private school digital world out there that is doing quite well educating students. Mr. Collins stated that he is interested in learning where the withdrawals went, why they were not successful, and if funding is adequate. He added that he wants to ensure that the Department is not only regulating the schools for the benefit of the children but that they are also developing best practices that we can benefit from.

As a follow-up to Mr. Collins's comments, Dr. Atkinson stated that it may be helpful for the Board to see some of our LEAs that are offering virtual academies within their own system, which may provide lessons learned as well. A brief discussion ensued.

Lt. Governor Forest asked if there are exit interviews for the students that leave the virtual schools and if an annual survey is built into the process, which will give us some data that will provide a numbers approach. In response, Mr. Machado explained that the Office of Charter Schools is currently in the process of developing a comprehensive survey via a third-party entity, which is scheduled to be issued next week to gather the type of information the Lt. Governor mentioned. The results of that survey should be ready for the October State Board meeting.

Board member Alcorn stated that he would like to see a per pupil funding report, specifically addressing how much the funding for the virtual charter schools is incremental (not being taken from the LEA). Mrs. Schauss explained that of the \$15.2M, approximately \$9M came from the LEAs and \$6M was appropriated specifically in recognition that there would be a high population of home school and previously non-public school students. Mr. Alcorn suggested that it is important to keep score of this funding since the difference is a significant amount of money. A brief discussion ensued.

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NC Connections Academy

Using a PowerPoint presentation, Mr. Nathan Curry provided a summary for NC Connections Academy (NCCA) related to enrollment data for 2015-16 and 2016-17. Current data show 1,762 students this year with 398 on the waitlist. Ninety-eight percent of the counties are represented by students up from 92% in 2015-16. Mr. Curry highlighted the school's strengths, which include parents, student engagement, NCCA staff quality and satisfaction, Board composition and experience. As it relates to overall assessment of the pilot goals, Mr. Curry shared the following:

- NCCA is financially healthy with deficit credit protection as well as a fund balance above what is recommended by auditors.
- NCCA is economically sustainable
- 90% retention rate for teachers rated proficient or better
- School's positive responses on the questions on the Parent Satisfaction Survey that are most directly affected by the school will average 80% or higher
- 85% of full academic year students will promote to the next grade (K-8) or earn at least one fourth of the required high school credits for a standard diploma in the school year
- All official published state test proficiency rates for the school will be 0.85 of the state average in Year 1 (TBD). Mr. Curry stated that once the results are released, the school will act accordingly.

In terms of weaknesses, Mr. Curry shared the following data:

Student attrition. In-year student attrition was higher than hoped, or forecasted.

- Finite enrollment calculation yields a 27.5% withdrawal rate, close to the virtual school pilot goal
- The number of students withdrawing after the 20th day of student enrollment who did not provide intent for finite enrollment: (19)
- The number of students enrolled after the 20th day of student enrollment who remained in the school through the end of the school year or who graduated: (69)

Mr. Curry shared the following challenges with statewide testing in 2015-16, noting that NCCA attributes the small gap in participation to a number of factors including:

- Some parents did not fully understand the requirement that their child must participate in the testing since public school is new to them.
- Logistics in coordinating so many sites and serving families in multiple grades.
- Timing of testing around Memorial Day.
- Some parents decided not to test their children. (opt out movement).

Mr. Curry commended Dr. Tammy Howard for her support to NCCA with statewide testing.

According to Mr. Curry, NCCA has a robust plan to reinforce its strengths and reduce and eliminate its weaknesses.

- The NCCA leadership team meets regularly, is fully engaged as a Board, as a school, and as "one NCCA."
- NCCA is making investments in critical areas of identified opportunities of growth:
 - Math
 - Curriculum alignment
 - Learning Management System authoring
 - tutoring needs

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- Students behind grade level in one or more subject areas
- Collaboration with Connections Academy who is investing with NCCA to ensure that our outcomes improve, and that the results are what we, you, and our customers – our students and their families – expect and deserve.

Mr. Curry spoke briefly about threats, which primarily include current funding levels, which are not sustainable to support high-quality virtual schools that serve families fully, invest in teachers, tutoring and technology, and allow strategic investments in long-term initiatives (curriculum alignment and revision, support services, et al). He explained that virtual schools receive ~\$0.60 for every \$1 a traditional public school receives and only \$0.74 for every \$1 a brick-and-mortar charter receives. He noted that virtual schools receive, on average, \$3,800 less per child than a comparable traditional public school. NCCA received \$5,814 per student in 2015-16 school year. He stressed that virtual school costs are not lower than those of traditional schools, they are just different. Another consideration is that NCCA provides PC and internet subsidy for all families with demonstrated financial need, comprising 27% of families and costing \$253,000+ in 2015-16. Mr. Curry also referenced funding pressures, which create budget pressures as the Board and school leadership have to choose among high priorities in which to invest.

In closing, Mr. Curry provided a PowerPoint slide to show parent satisfaction results.

Related to funding, Lt. Governor Forest asked if the funding numbers include capital expenditures that create a separation in comparison to the traditional public school. Mrs. Schauss explained that the numbers she shared in the earlier portion of the presentation consist of the allotted funds that go out to state public schools whether a charter or traditional brick-and-mortar. By definition, charter schools get the equivalent per pupil share that school districts receive depending on where the students reside. Mr. Curry responded to the sources of the information he presented by explaining that their numbers came from looking at local funding as well as state-average funding, which include capital expenditures.

In response to Mr. Martez Hill's request, Mr. Curry described the demographics of NCCA's enrollment, using the 9th PMR, which shows approximately 58% Caucasian, 37% African American, with the remaining population falling under other, 52% free and reduced lunch, and 52% female and 48% male.

Local Board Member Advisor Christine Fitch asked why NCCA would need the capital expenditure funds since it is a virtual school. Mr. Curry explained that for students who qualify, technology support (materials and resources) is provided. In addition, there is a facility where all of the teachers are housed.

NC Virtual Academy

Using a PowerPoint presentation, Dr. Joel Medley reviewed the mission of NC Virtual Academy (NCVA), noting four main pillars: community, expanding educational choice, technology rich, and accountability. Dr. Medley's comments related to mission evidence focused on expanding educational choice, noting that NCVA served 92 of 100 counties and 102 of 115 LEAs in 2015-16. In 2016-17, 103 of the 115 LEAs will be served. He stated that some of the neediest children are being served, describing the demographics as 13% students with disabilities (46 are currently in the pipeline) and 62% are free and reduced lunch. Dr. Medley reviewed the waitlist, noting that in 2015-16 there were just

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under 1,900 applications. Of the 1,300 applicants completing paperwork, 600 students and interested families are on the waitlist, according to Dr. Medley.

As it relates to being accountable, Dr. Medley reviewed the 2015-16 satisfaction data from parents and families completing a survey by EDGE Research. The data show that

- 78% were satisfied with the virtual educational experience
- 86% were satisfied with NCVA
- 89% were satisfied with their child's primary teacher
- 89% would enroll their child or other children next school year

Looking ahead to 2016-17, prior to school opening, parents and families, completed a pulse check where

- 77% were satisfied with the school's work to open the school

This figure exceeded:

- ☐ The average of other partners with K12
- ☐ Year 1 results for NCVA

Dr. Medley spoke briefly about the NCVA Academic Plan, specifically as it relates to data-driven instruction, content-based administrators, walkthroughs, onboarding classrooms, focus on small groups, and LC University.

As it relates to the 2015-16 EOC and EOC tests, Dr. Medley shared that NCVA

- Offered 15 sites across the state (the law requires eight)
- Tested 98.6% of eligible students
- Of the students that did not test, NCVA tracked their reasons:
 - ☐ Eight parent refusals to have children tested
 - ☐ Eight major medical emergencies, illness situations, or deaths in the family
 - ☐ Two test anxiety matters
- Average drive was less than 20 miles
- Provided assistance to needy families

2016-17:

- BOG offered next week
- Moved to block scheduling for high school, meaning EOCs will be offered in January as well.

Dr. Medley suggested that the SBE review the parent testimonials included in the PowerPoint presentation at a later time.

In addition, Dr. Medley spoke briefly about the reasons for the 2015-16 withdrawal rate, which was 22%. Top reasons given were

- Family relocation
- Student/family health reasons
- Not a good fit for my child
- Accepted in a preferred option
- Missing friends at a prior school
- Job modifications that change family dynamics
- Family/student/personal reasons
- Courses are too rigorous

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Facts and figures include:

- 62% Free- and reduced lunch (as of 11:00 a.m. today)
- 13% special education
- More than 95% tested
- 54% female – 46% male
- 100% teachers certified
- Greater than 90% of teachers are NC residents

In response to a question regarding extracurricular activities, Dr. Medley clarified that, at this time, students are not eligible to participate in extracurricular activities and sports.

A brief discussion occurred about what happens to the funding if a student withdraws – a second count occurs at the 100th day.

Mr. Martez Hill asked how NCVA determines whether a student regularly participates in a course. Dr. Medley shared that NCVA has a Family Academic Support Team (FAST) that focuses on student engagement. A tracker shows whether students are attending class and making progress, and checking or not checking emails. If it appears that a student is disengaged, he or she is referred to the FAST team, noting a four-tiered level that increases the amount of intervention. If after all of those resources have been exhausted, an administrative withdrawal may take place.

OLD BUSINESS

N/A

ADJOURNMENT

Indicating no other business, EICS Committee Chair Rebecca Taylor adjourned the September 2016 meeting of the EICS Committee.

**SPECIAL COMMITTEE ON DIGITAL LEARNING CHAIR REPORT
(Lt. Governor Dan Forest, Chair; Ms. Rebecca Taylor, Vice Chair)**

ACTION ON FIRST READING

SCDL 1 – Acceptance of Digital Learning Plan Budget

Policy Implications: House Bill 1030 (Budget Bill)

SBE Strategic Plan:

Goal 2: Every student has a personalized education.

Objective 2.2: Increase the number of teachers and students using digital learning tools.

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

Objective 4.2: Use Home Base as an essential resource for instructional delivery and communications with parents and students.

Presenter(s): Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, DPI) and Dr. Jenni Corn (Friday Institute, NC State University)

Description:

The Digital Learning Plan has been approved by the State Board of Education. It returns to the Board with the proposed budget for the funding. The Board will be asked to accept the plan's budget.

Recommendation(s):

It is recommended that the State Board of Education accept the proposed budget presented at the September 1, 2016, SBE meeting.

Discussion/Comments:

- SCDL Committee Chair Dan Forest recognized Dr. Maria Pitre-Martin and Dr. Jeni Corn to present an update on the Digital Learning Plan.
- Dr. Pitre-Martin prefaced this presentation by explaining that implementation science is being used for the initial implementation of this work. Critical components of implementation science include professional development, technical assistance, communication, and evaluation.
- Using a PowerPoint presentation, Dr. Pitre-Martin elaborated about focus on support for schools to implement digital-age learning. She reviewed the major accomplishments and/or pre-existing conditions, which include:
 - Digital Learning Plan published September 2015
 - Developed and introduced digital learning competencies for educators
 - Digital Learning progress rubric established as the district-level Digital Learning planning tool
 - Procured \$97M in internal school network infrastructure, using only \$14M in state funds
 - Convened working group and developed policy brief for a state-level approach to longer-term funding.
- Dr. Pitre-Martin provided the exact language from House Bill 1030 that shares the six critical elements of work in using the \$4M of recurring funds and the \$700K of one-time funds to begin to implement the Digital Learning Plan. The six elements include:
 - Professional learning programs
 - Cooperative purchasing of content

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- Maintenance and support
- Modify and update state policies
- Continuous improvement process
- Assessments for technological and pedagogic skills
- Next, Dr. Pitre-Martin summarized the projected expenditures for each of the critical elements (See Attachment 1, Slide 5, located on eBoard).
- Lt. Governor Dan Forest asked Board members to pay particular attention to the budget as there may be a motion on Thursday to approve this item.
- Dr. Pitre-Martin highlighted the importance of Project Leadership and Management to ensure that the Department is being held accountable to this work. She noted that the proposal is to have two (2) Project Managers to help with project management and accountability, not only for the work but for the use of funding. She stressed that the Friday Institute leadership and research evaluation will be critical throughout the process to ensure that the items proposed and implemented are effective and add value. In addition, there is the potential for short-term, technical contracted work through the process.
- Another leverage point for this work is Professional Learning. Dr. Pitre-Martin elaborated briefly about the proposed on-going, blended, regional, cohort-based digital learning-focused professional development based on readiness. The professional development will be in partnership with NCSSA, NCPAPA, RESAs, NCCAT, and IHEs.
- As it relates to Statewide Cooperative Purchasing, the proposal is to provide a modern content development and sharing system to facilitate district access to high quality learning resources. Dr. Pitre-Martin provided examples of the work in this area, stressing that this is not all-inclusive.
 - Move existing content (e.g. NCVPS, NCSSM, financial literacy modules) to Home Base
 - Identify and procure Open Education Resource (OER) lesson sharing platform
 - Pay NC teachers to create and review new digital content
- At this time, Dr. Jeni Corn elaborated briefly about Infrastructure Maintenance and Supports, specifically related to developing and deploying the Home Base portal, and issuing an Asset Inventory and Mobile Device Management Platform RFP.
- As it relates to updating state policies, Dr. Corn talked about how the Digital Learning Plan included a review of some of the state statutes and policies that both contribute and potentially inhibit some of the local digital learning innovations going on. A list was developed based on that work as well as responses to the plan that need to be addressed, such as:
 - Modernize the textbook and digital resources adoption process
 - Form work groups for critical DL Plan policy issues (e.g., ITF/MC certifications, CIO/CTO qualifications, Data Privacy, Copyright and Fair Usage)
 - Prioritize long-term funding recommendations
 - Identify priority policy changes to incorporate digital learning competencies into licensure and re-licensure
- In addition, Dr. Corn elaborated on the Continuous Improvement Process, highlighting the following:
 - Implement processes for the continuous improvement of the Home Base system
 - Identify specifications for the Home Base website hosting and integration system
 - Build district technology data collection, reporting, and profile platform
 - Update the NC Digital Learning Data Dashboard
- Dr. Corn also spoke about Assessments for Technological and Pedagogic Skills and how they have framed this work stream around developing an initial plan for some micro-credentialing and piloting with interested schools and districts.

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- Develop the plan for competency-based measures (e.g. micro-credentialing and badging) for demonstrating NC Digital Learning competencies for teachers and administrators
- Explore alignment with NC Educator Evaluation System
- According to Dr. Corn, immediate next steps include:
 - Establishing work team advisory groups (e.g. RFPs, Home Base, Digital Content, Data Integration);
 - Accepting participant applications for professional learning opportunities;
 - Reviewing and adopting technical standards;
 - Conducting inventory of existing digital content; and
 - Meeting with stakeholders to preview Digital Learning Data Dashboard Proof of Concept.
- In response to Board member Greg Alcorn's question about quantifiable goals, Dr. Corn confirmed that the goals will be quantifiable. She spoke briefly about a recent work team meeting for content and explained that the focus was about content inventories and targets moving forward to measure success.
- There was no further discussion.

This item is presented for Action on First Reading during the September 2016 State Board of Education meeting. (See Attachment SCDL 1)

NEW BUSINESS

➤ MCNC Update

❖ Ms. Jean Davis (President and CEO, MCNC)

Lt. Governor Dan Forest recognized Mr. Michael Nicolaides to introduce the next presentation. Mr. Nicolaides introduced Ms. Jean Davis for an MCNC Update, noting that MCNC is a partner to the NC Department of Public Instruction helping with Internet connectivity via the NCREN and other network services.

Ms. Davis briefly described MCNC, which is a non-profit organization that owns and operates the NC Research and Education Network (NCREN). NCREN connects all 115 LEAs, 58 community colleges and UNC-System universities, public health and public safety. MCNC supports the School Connectivity Initiative with Internet connections and networking consulting services.

Ms. Davis used a PowerPoint map to speak about 2,600 miles of fiber in 82 counties, but serving all 100 counties in North Carolina, through various partnerships. She noted that MCNC works in partnership with Telecom companies to provide this service to all schools.

Ms. Davis spoke briefly about collaboration on critical K-12 infrastructure initiatives. She explained that MCNC programs and services are designed to help North Carolina LEAs and charter schools transition to digital-age teaching and learning by making significant investments in NCREN infrastructure to meet the demands of digital-age teaching and learning.

Capital expenditures planned for the next two years to support K-12 demand for bandwidth equal \$16M, according to Ms. Davis. She explained that MCNC continues to expand NCREN's fiber footprint to directly connect LEAs to NCREN – currently, 59 LEAs directly connect to NCREN (not via a third-party carrier). \$1.5M in MCNC capital expenditures in FY 2016 were invested for protection from distributed denial-of-service (DDOS) attacks through identification and mitigation. She added that approximately

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1.1M K-12 students and staff are using the MCNC web security service (ZScaler), which provides filtering or harmful and inappropriate content and malware protection.

Ms. Davis provided brief examples of the work related to Client Network Engineering (CNE) – network consulting, noting that a team of eight technical specialists with advanced knowledge of networking and security technologies deliver high-value network consulting services to the NC education community and they are vendor neutral.

Lt. Governor Forest stated that without the partnership with MCNC it is likely that North Carolina would not have secured the federal funding to roll out the Digital Learning Plan to get our schools connected. He thanked Ms. Davis for her work on this initiative.

NEW BUSINESS

➤ Hispanic Outreach Task Force

❖ Mr. Jamie Faulkenbury (Lt. Governor's Office)

Lt. Governor Dan Forest prefaced this presentation on the Hispanic Outreach Task Force by noting that in the recent annual charter school report from DPI, the findings show that the Hispanic population in North Carolina is underrepresented in charter schools. Based on those results, the Lt. Governor's Office convened a task force to vet this issue and consider potential ways to increase the Hispanic population in charter schools.

The Lt. Governor recognized Mr. Jamie Faulkenbury to present the findings of the task force and some potential solutions moving forward.

Mr. Faulkenbury prefaced this presentation by introducing two members of the task force – Mr. Leo Guerrero and Ms. Barbara Wilder – who were present in the audience. He also highlighted the members of the taskforce for information purposes.

Using a PowerPoint presentation, Mr. Faulkenbury spoke briefly about racial demographics in charter schools for 2015-16, which led to the creation of the Hispanic Outreach Task Force. The Task Force is charged with focusing on the following:

- What are Hispanics' understandings of choice in public education?
- Why is the Hispanic Population underserved?
- Is transportation a barrier?
- Is free and reduced lunch a barrier?

As it relates to background information, Mr. Faulkenbury reported that the Hispanic population has nearly doubled in the last 10 years. He noted that in the highly concentrated Hispanic relative areas in North Carolina, most charter schools do not offer Spanish applications on their website, nor do they have a translation tool.

Mr. Faulkenbury shared some of the findings from studies by UCLA, Stanford and Arizona about the Hispanic population's understanding of charter schools. He also shared the following quotes from the studies: "Spanish-speaking Hispanic parents perceived charters as the last resort for students who were expelled from other schools. Some also thought charters are religious schools. Spanish-speaking

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parents were also unaware of school choice and thought low-income students don't have the right or ability to attend a high-quality school, regardless of whether the school is a district or charter." The data show that Hispanic adult literacy levels are 44% illiterate.

Mr. Faulkenbury shared a summary of the findings, which include:

- Lack of outreach
- Literacy rate of Hispanic adults is low
- Confusion of school choice
- Last resort/Only for gifted children
- Misinformation
- Desire further information but do not know where to go
- No translation of "charter school" in Spanish

Mr. Faulkenbury explained that the Hispanic Outreach Task Force conducted a survey through the network of churches; he shared the findings that show 88% of Hispanic families were not aware of charter schools; of the 12% who were aware, 95% did not try to enroll their children in a charter school; 54% stated that if transportation was not provided, they would not be able to get their student to school; and 69% state they would be able to send their student to a charter if meals were not provided.

According to Mr. Faulkenbury, Florida tackled this issue by

- funding of initial community outreach – chamber, churches, advocacy groups, etc.;
- dispelling myths, continued outreach, not just one year;

He stated that "Over the past five years, the number of Hispanic students in Florida's public schools has swelled by more than 150,000. Hispanics now represent the single-largest ethnic group in Florida's charter schools, accounting for 39 percent of their students during the 2014-15 school year."

"The common denominator among the Latino community is access to a quality education."

Recommendations for the Office of Charter Schools and Charter School Advisory Board are

- outreach and grassroots organizing is needed to spread the word about charter school options,
- encourage charter entities to seek out specific communities,
- offer Spanish translations for high-populated areas,
- provide Website and applications, and
- form a Hispanic (minority) Advisory Board to work with the OCS

Recommendations for the NC Department of Public Instruction and the State Board of Education are

- develop a statewide policy requiring LEAs and public charters to inform new students of all opportunities
- begin a year-long media advertising campaign to showcase school options,
- change application process so that applications can be tracked by demographic information (if parents elect to fill out info),
- provide a translation tool on DPI's website,
- begin a public relations campaign to clear up misconceptions about charters amongst educators and administration, and
- provide additional support in after-school programming (21st Century grants, etc.),

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- include additional research in future reports (offer nationwide comparisons), and
- refer, in all instances, to charters as “public charter schools.”

Mr. Faulkenbury also spoke briefly about schools meeting the needs of Hispanics – Pinnacle Classical Charter in Shelby and Sallie B. Howard Charter in Wilson. He shared data to show that those Hispanics attending charter schools are outperforming Hispanics in traditional public schools.

A brief discussion occurred that more help and resources are needed in meeting the needs of the Hispanic population in traditional schools as well. In closing, Mr. Faulkenbury fielded several questions about the research data.

RECONVENE IN OPEN SESSION

After the Board committees concluded their work, Chairman Bill Cobey convened the State Board of Education meeting in Open Session and the following members were present:

William Cobey, Chairman
 A.L. "Buddy" Collins, Vice Chairman
 Dan Forest, Lt. Governor
 Janet Cowell, State Treasurer
 Gregory Alcorn
 Todd Chasteen
 Eric Davis

Reginald Kenan
 Wayne McDevitt
 Olivia Oxendine
 Rebecca Taylor
 Amy White
 Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent
 Christine Fitch, Local Board Member Advisor
 Freddie Williamson, Superintendent Advisor
 Melody Chalmers, Principal of the Year Advisor

Keana Triplett, Teacher of the Year Advisor
 Bobbie Cavnar, Teacher of the Year Advisor
 Yates McConnell, Senior Student Advisor

CLOSED SESSION

Noting for the audience that the Board will immediately adjourn following its Closed Session, Chairman Cobey called for a motion to go into Closed Session.

Upon motion made by Vice Chairman A. L. Collins and seconded by Mr. Reginald Kenan, the Board voted unanimously to go into Closed Session to consult with our attorneys on attorney-client privileged matters to discuss personnel matters, and to consider the handling of the following case:

- *Hoke County v. State of North Carolina and State Board of Education.*

Chairman Cobey requested a motion to adjourn the Wednesday session of the State Board of Education meeting.

Upon motion made by Mr. Wayne McDevitt, and seconded by Ms. Rebecca Taylor, the Board voted unanimously to recess the State Board of Education meeting until Thursday, September 1, 2016, at 9:00 a.m.

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
September 1, 2016**

The North Carolina State Board of Education met and the following members were present:

William Cobey, Chairman
A.L. “Buddy” Collins, Vice Chairman
Dan Forest, Lt. Governor
Janet Cowell, State Treasurer
Gregory Alcorn
Todd Chasteen
Eric C. Davis

Reginald Kenan
Wayne McDevitt
Olivia Oxendine
Rebecca Taylor
Amy White

Also present were:

June St. Clair Atkinson, State Superintendent
Christine Fitch, Local Board Member Advisor
Melody Chalmers, Principal of the Year Advisor

Keana Triplett, Teacher of the Year Advisor
Bobbie Cavnar, Teacher of the Year Advisor

CALL TO ORDER AND INTRODUCTION

State Board of Education Chairman William Cobey called the Thursday, September 1, 2016, session of the State Board of Education meeting to order and declared the Board in official session. He welcomed Board members and advisors, staff, onsite visitors, online listeners, and Twitter followers to the meeting. Chairman Cobey noted that the Board’s meetings are audio-streamed each month and are accessible through a link posted at the bottom of the eBoard agenda, along with all of the Board materials. Following a brief overview of the Thursday agenda, noting Special Recognitions, and voting on Action items, Chairman Cobey explained that Dr. Atkinson and staff will share the results of the 2015-16 Accountability and School Performance Grades and the Cohort Graduation Rate, noting that these reports will be the last presentations of the day and will be followed only by election of the Board Chairman and Vice Chairman and adjournment. The Chairman also noted that today several Board members and advisors will depart for the Friday Institute on NC State University’s Centennial Campus for the US/China Summit, celebrating our Memorandum of Understanding with Jiangsu Province in China.

ETHICS STATEMENT

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Cobey reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. There were no conflicts of interest communicated at this time. The Chairman then requested that if, during the course of the meeting, members became aware of an actual or apparent conflict of interest that they bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

Board member Amy White was recognized to lead the Board with the Pledge of Allegiance.

APPROVAL OF MINUTES***Discussion/Comments:***

- Chairman Cobey requested a motion to approve the minutes of the August 3-4, 2016, State Board of Education meeting.
- There was no discussion.

Mr. Greg Alcorn made a motion to approve the minutes of the August 3-4, 2016, State Board of Education meeting. Seconded by Mr. Eric Davis, the Board voted unanimously to approve the minutes as presented.

SPECIAL RECOGNITION

- **State and National Schools of Character Recognition**
 - ❖ **Ms. Faye Gore (Section Chief, K-12 Social Studies)**

Chairman Cobey recognized State Superintendent June Atkinson for this presentation. In turn, Dr. Atkinson recognized Ms. Faye Gore to announce the State and National Schools of Character.

Ms. Gore recognized the following schools that have demonstrated excellence and character development as measured by Character.Org principles of effective education. She briefly described the recognition program and application process for the Board's information. Ms. Gore noted that, of the 19 North Carolina schools that applied this year, four received the designation of state schools of character and three received the national designation. In addition, one school from the 2015 school year received the national designation this year.

2016 State Schools of Character:

- ❖ **Haynes Inman Education Center, Guilford County Schools**
Mr. Kevin Carr (Principal) and Dr. Sharon L. Contreras (Superintendent)
- ❖ **Oak Hill Elementary School, Guilford County Schools**
Mr. Weaver Walden (Principal) and Dr. Sharon L. Contreras (Superintendent)

- ❖ **Southeast Guilford High School, Guilford County Schools**
Dr. Mack Seagraves (Principal) and Dr. Sharon L. Contreras (Superintendent)
- ❖ **Union Academy Charter School**
Dr. Ann Walters (Principal and Headmaster)

2016 National Schools of Character

- ❖ **Brooks Global, Guilford County Schools**
Mr. Ashton Clemons (Principal) and Dr. Sharon L. Contreras (Superintendent)
- ❖ **Oak Hill Elementary School, Guilford County Schools**
Mr. Weaver Walden (Principal) and Dr. Sharon L. Contreras (Superintendent)
- ❖ **Southeast Guilford High School, Guilford County Schools**
Dr. Mack Seagraves (Principal) and Dr. Sharon L. Contreras (Superintendent)
- ❖ **Union Academy Charter School**
Dr. Ann Walters (Principal and Headmaster)

Honorees were invited forward to receive a banner and have their photographs taken with State Board members and the State Superintendent.

STATE SUPERINTENDENT'S REPORT

Back to School in NC: By the Numbers

An estimated 1,543,527 students kicked off a new school year in the last week of August while students at nearly 125 year-round schools jumped back into the swing of things earlier this month.

Among these students, an estimated

- 1,454 million attend NC traditional public schools
- 89,000 attend a public charter school
- 60,000 are enrolled or expected to enroll in at least one online course at the NC Virtual Public School

Highlights of the new year include:

- Revised high school mathematics standards for Math 1, 2 and 3
- Continued improvements to Home Base
- Expanded NC assessment pilot using NC check-ins throughout the year
- Continuation of a new hand signal telling students when it is safe to cross the street.

All Agency Meeting - Staff Gather for an Annual Meeting

DPI staff convened at the State Fairgrounds August 17 for the annual all agency meeting. The event, titled *Going for the Gold*, focused on the tasks DPI employees perform every day to keep more than 2,500 public schools across North Carolina running smoothly.

Highlights included:

- Reflection by leadership on accomplishments
- Greetings from State Board Chairman Bill Cobey
- The State of the Agency Address
- Remarks (motivational) from retired Associate State Superintendent Dr. Dudley Flood

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- Recognition of staff for years of service.

RESA Update - Directors of Regional Education Services Alliances Meet in Raleigh

Directors of North Carolina's Regional Education Service Alliances (RESAs) met at DPI to discuss a range of issues, including

- Digital Learning Plan components
- Licensure changes and implementation
- ESSA plan development
- Legislation about achievement school districts and lab schools
- Regional principal READY meetings

The RESAs are locally funded regional agencies that work closely with NC DPI in delivering professional development and other services in the eight educational regions of North Carolina.

Special Recognitions and Awards

Arts in Education

National Arts in Education week is September 11 – 17. A national celebration recognizing the arts importance to a well-rounded education, the celebration is intended to

- bring attention to the importance of arts education to elected officials and educational decision makers across the country and to
- support equitable access to the arts for all students

DPI is kicking off National Arts in Education Week in partnership with Meredith College, the NC Arts Council, statewide arts education professional education associations and other partners with the 2nd Annual ArtsR4Life Conference on September 10.

This conference supports NC's vision for Comprehensive Arts Education as part of a well-rounded education for all NC school children and has sessions and opportunities that address Arts Education, Arts Integration, and Arts Exposure.

It's like the Olympics, but for Microsoft Office – and NC has a Champion

Competitors came from 50 countries from around the world to compete in the annual Microsoft Office Specialist Certiport World Competition in Orlando, FL, with two North Carolina students walking away with top honors.

Green Hope High School students Ryan Catalfu and Skyler Won took first and second place in their divisions, respectively.

- Catalfu won first place and was named World Champion, PowerPoint 2013, which carried a \$7,500 prize
- Skyler Won took second place in Excel 2010 competition, which carried a \$2,500 award

Just advancing to the championships was an accomplishment for the two students enrolled in the CTE Microsoft Academy.

- More than 800,000 applied
- Only 122 made it past regional finals

Finalists had to find sponsors and raise money for travel costs

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New Additions Join DPI Team

- Joshua Lees – Operations and Systems Technician – Communications and Information
- Jacqueline Utter – Technology Support Analyst – Technology Services Infrastructure
- Maureen Walsh – School Educator II – Office of Early Learning
- Erica Dixon - Technology Support Analyst – Technology Services Infrastructure
- Dale Cole – Education Program Director – District and School Transformation

Recent Activities of the State Superintendent

☐ Attended and/or delivered remarks/keynote address at

- Council of State, Raleigh, NC
- AT&T Aspire Connect for Success North Carolina Grants announcement, Raleigh, NC
- NC Business Committee for Education Leadership Meeting, Raleigh, NC
- RESA Consortia Director's Meeting, Raleigh, NC
- NC Chamber Conference on Education, Durham, NC
- A Tribute to Education, Mebane, NC
- Jones County Convocation, Trenton, NC
- Aviation and Logistic Lab Grand Opening, Phoenix Academy, High Point, NC
- Surry County Convocation, Pilot Mountain, NC
- Testing and Growth Advisory Council, Greensboro, NC

➤ Recognition of Special Olympics North Carolina

❖ **Mr. Keith Fishburne (President and CEO)**

❖ **Mr. Glendon Finley and Mr. Jacob Hujar (Cary High School, Wake County Public School System)**

State Superintendent Atkinson recognized Mr. Keith Fishburne (President and CEO of Special Olympics North Carolina) to speak about the work occurring through Special Olympics in North Carolina. She noted that Special Olympics North Carolina recently received the national Mutual of America Award for its work to minimize bullying.

Mr. Fishburne prefaced his remarks by expressing appreciation to Dr. Atkinson who serves as the honorary chair of Project Unify. He explained that most people know that Special Olympics is a global non-profit organization that provides sports training and competition for children and adults with intellectual disabilities. The work is approached through many partnerships such as schools, parks and recreation departments, and others by allowing them to use Special Olympics skill guides, training materials and programs written by experts in the field. Mr. Fishburne shared that what Board members may not know is that, nine years ago, North Carolina was one of the first states to receive a grant from Special Olympics International made possible by the U.S. Department of Education to unite youth with and without intellectual disabilities in public schools through a program that uses education and sports to create a positive school climate of acceptance and respect. Mr. Fishburne shared that Project Unify is the name used to describe the program. He added that its significance for the Special Olympics movement in North Carolina strengthened relationships with public schools while at the same time provided students and educators with various strategies to improve the acceptance of students with intellectual disabilities in their schools. At the beginning of the ninth year, the name has been changed to Special Olympics Unified Champion Schools. Mr. Fishburne reported that nearly 1,200 schools have taken part in one form or another in North Carolina over the past eight years, and plans are to engage at least 360 new K-12 North Carolina public schools in 2016-17.

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Mr. Fishburne spoke briefly about the importance of these partnerships, noting that the Special Olympics Unified Championship initiative can serve as a program that contributes to school, district and state achievement of its non-academic school indicator of the Every Student Succeeds Act (ESSA). The purpose of this presentation is to offer its eight years of work to assist in helping North Carolina develop, implement and meet the non-academic and other goals of the ESSA plan.

Mr. Fishburne stated that Special Olympics Unified Championship Schools have made significant contributions to improving school climate, reducing incidents of bullying and improving the overall educational and leadership experiences of students who participate. He added that they believe that student engagement and activities provided by this program directly enhance the educational experience of all students with and without intellectual disabilities. He also shared that, based on research provided by the national office, emerging evidence that students who participate in the Special Olympics Unified Championship programs show improvements in their academic performances. Overall, the Unified strategy provides opportunities for participating students in well-established Unified Schools to interact more with their peers with disabilities to develop positive attitudes and perceptions towards inclusion in the schools and gain valuable skills and experiences. Additionally, Special Olympics already partners in programs that encourage parent and student engagement and has an interest in seeing those partnerships further expanded. At the core of Unified Champion Schools, engagement is an emphasis on unified sports where students with and without intellectual disabilities meet on the playing fields to enjoy sports together and improve their own personal physical fitness. To prevent funding from being a barrier to a school from being involved, Special Olympics North Carolina provides funding options to register the schools for such things as supplies, uniforms, sports equipment, transportation, etc. The International Office and the U.S. State Department have asked North Carolina to share our successes with other states and other countries.

In closing, Mr. Fishburne invited two students from Cary High School – Mr. Glendon Finley and Mr. Jacob Hujar – to speak about their experiences with Special Olympics Unify. Mr. Finley and Mr. Hujar spoke briefly about the impact of attending a Special Olympics Unified Champion School on their personal lives. Mr. Hujar spoke about how this program changed his high school experience, beginning in the ninth grade. He shared that through the Unified Schools Championship program, a Unified Club was formed to bring together the student body around respect and inclusion and the Special Olympics movement. Mr. Hujar explained that through the bond formed in the Unified Club, he became an advocate for and with students with intellectual disabilities. As an advocate, he participated in an R-word Week Campaign to remove the use of the word Retard or Retarded. Mr. Hujar admitted that while the campaign had a slow start, it became a huge success when 12 teachers asked the students to present to all of their classes. He shared that this small act of advocacy helped him and his friends to realize that big change starts small as we had started the movement of changing the mindsets and attitudes at Cary High School.

In addition, Mr. Finley spoke about his experiences, noting that being a part of the Unified Club at Cary High School is his favorite thing about school. He shared that he has participated in weightlifting class and competed in Unified track and field for the first time in 2015-16. He represented Cary High School in the Unified Track and Field Wake County championship where he brought home gold in shotput. Mr. Finley shared that he did not have many friends prior to attending a Unified Championship School. Now he has so many friends and he is proud to represent his high school in sports. He also learned to be a leader through Special Olympics, sharing that this past summer he was selected to represent North Carolina at the National Federation of State High Schools in a student leadership summit, which was

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held in Indianapolis, and he flew in an airplane for the first time. Mr. Finley stated that he is sharing his story of Special Olympics across the nation and he is ready to change the world.

Mr. Hujar stated that he and Mr. Finley want the State Board of Education to know that the Special Olympics Unified Championship Schools does more than just foster inclusion, it changes lives.

Mr. Finely and Mr. Hujar were invited forward to have their photographs made.

CONSENT AGENDA

Chairman Cobey moved to the Consent Agenda, which is reserved for items that generally create little or no debate such as routine appointments, items that come for information purposes only, routine reports, and final approval of reports that the Board has already discussed. Board members have always seen these materials prior to the Board meetings, and may ask that items be removed from the Consent Agenda to be discussed on an individual basis.

Chairman Cobey noted a total of 12 items for consideration, and asked if any Board members wanted to remove any item from the Consent Agenda. Without objection, Chairman Cobey requested that BSOP 10 be added to the slate of consent items. There were no objections.

Upon motion by Mr. Eric Davis and seconded by State Treasurer Janet Cowell, the Board voted unanimously to approve the slate of Consent Agenda items as presented. (See Attachments SLA 7, SLA 8, SLA 9, SLA 10, SLA 11, BSOP 7, BSOP 8, BSOP 9, BSOP 10, EICS 3, EICS 4, ES&P 6 and HRS 1)

STUDENT LEARNING AND ACHIEVEMENT COMMITTEE CHAIR REPORT (Mr. Eric C. Davis, Chair; and Dr. Olivia Oxendine, Vice Chair)

CONSENT

SLA 7 – Report to the North Carolina General Assembly: High School Diploma Endorsement Report

Policy Implications: Session Law 2013-1

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 1.1: Increase the cohort graduation rate.

Objective 1.2: Graduate students prepared for postsecondary education.

Objective 1.4: Reduce the percentage of students needing remediation in postsecondary education.

Objective 1.5: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Goal 2: Every student has a personalized education.

Objective 2.1: Increase the number of students who graduate from high school with postsecondary credit.

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Presenter(s): Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning), Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Mrs. Jo Anne Honeycutt (Director, Career and Technical Education) and Mrs. Sneha Shah Coltrane (Director, Division of Advanced Learning)

Description:

Session Law 2013-1 requires the NC Department of Public Instruction to report to the General Assembly on the impact of awarding the high school diploma endorsements on high school graduation, college acceptance and remediation, and post-high school employment rates by September 15, 2016, and annually thereafter.

The Career, College and College/UNC high school diploma endorsements were established in collaboration with UNC-General Administration and the NC Community College System Office as a result of this legislation. The attached report contains information about the student acquisition of these high school diploma endorsements in NC school districts and charter schools. Because these diploma endorsements were established in 2015, the impact of these diploma endorsements cannot yet be determined on the metrics indicated in the legislation.

Recommendation(s):

It is recommended that the State Board of Education approve the report as submitted.

CONSENT

SLA 8 – Report to the NC General Assembly: Repeal Personal Education Plans/Modify Transition Plans Policy Implications: General Statute §115C-105.41

SBE Strategic Plan:

Goal 2: Every student has a personalized education.

Objective 2.1: Increase the percentage of schools with a performance composite at or above 60% and meeting or exceeding growth.

Presenter(s): Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning) and Ms. Amy Jablonski (Director, Integrated Academic and Behavior Systems)

Description:

NC General Statute §115C-105.41 outlines the requirement for local school administrative units to identify students who are at risk for academic failure and who are not successfully progressing toward grade promotion and graduation before end-of-grade or end-of course test results. This was a revision of previous language and became effective June 2015. Section 4 directs that a report be compiled to include how at-risk students are identified and being served through interventions to prevent academic failure. The components of this compiled report include:

- How students are identified as at-risk in literacy, math and other areas in grades K-12
- How students are provided interventions in literacy, math, and other areas in grades K-12

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Recommendation(s):

It is recommended that the State Board of Education accept this report as written.

CONSENT

SLA 9 – Read to Achieve Local Alternative Assessments

Policy Implications: General Statute §115C-83.1C; SBE Policy #GCS-J-003

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 1.1: Increase the cohort graduation rate.

Objective 1.2: Graduate students prepared for postsecondary education.

Objective 1.3: Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

Objective 1.4: Reduce the percentage of students needing remediation in postsecondary education.

Objective 1.5: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Tammy Howard (Director, Accountability Services)

Description:

The Read to Achieve requirement can be fulfilled by providing third grade students with an alternative assessment approved by the State Board of Education (SBE). To be approved, an assessment must be linked to the Lexile measure. All of the assessments presented here have met this requirement. TE21 develops new Case 21 assessments each year, and, as a result, a linking study must be completed annually for each benchmark assessment to determine the Lexile level. The use of Case 21 as an alternative assessment for Read to Achieve is pending until successful completion of each linking study.

The presented list includes all of the assessments approved for 2015-16, plus Imagine Learning, which is being included for the first time in 2016-17.

Recommendation(s):

It is recommended that the State Board of Education approve the Read to Achieve local alternative assessments.

CONSENT

SLA 10 – Technical Corrections to Academic Achievement Standards for Math 1

Policy Implications: SBE Policy # GCS-C-036

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 1.1: Increase the cohort graduation rate.

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Objective 1.2: Graduate students prepared for postsecondary education.

Objective 1.3: Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

Objective 1.4: Reduce the percentage of students needing remediation in postsecondary education.

Objective 1.5: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Tammy Howard (Director, Accountability Services)

Description:

In February 2014, the State Board of Education adopted college and career readiness Academic Achievement Standards and Academic Achievement Descriptors for the end-of-course assessments. The academic achievement level descriptors provide a brief description of what students know and can do at each performance level (i.e., Level 1, Level 2, Level 3, Level 4, and Level 5).

In June 2016, the State Board of Education adopted the revised content standards for NC Math 1. The end-of-course assessment of Math I is being revised to align to the adopted content standards for NC Math 1. As a result, the achievement level descriptors must also be revised and approved by the State Board of Education. Revisions include (1) specifically the content standards are the *NC Standard Course of Study*, (2) the course name change to NC Math 1, (3) the addition of multi-standard content to the achievement level descriptors for Math 1, and (4) the removal of “justify or extend relationships of rational exponents” and the word “precise.”

Recommendation(s):

It is recommended that the State Board of Education approve the revision of the end-of-course Achievement Level Descriptors for Levels 1-5 effective with the fall 2016 test administrations.

CONSENT

SLA 11 – High School Accreditation

Policy Implications: General Statute §115C-12(39); SBE Policy #GCS-B-000

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Goal 5: Every student in healthy, safe, and responsible.

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Ms. Debora Williams (Special Assistant for Graduation and Dropout Prevention Initiatives)

Description:

High School Accreditation is the process whereby schools (public and private) undergo a quality assurance process that includes self-reflection, analysis of student performance data and, if required, outside peer review or audit. Two schools are requesting accreditation from the State Board of Education:

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- Newton-Conover High School (Newton-Conover City Schools)
- Discovery High School (Newton-Conover City Schools)

For each of the schools listed above, NCDPI staff has examined the performance indicators outlined in SBE Policy #GCS-Q-000. The school has conducted a self-evaluation using the self-evaluation component of NCDPI's Comprehensive Needs Assessment.

Recommendation(s):

The State Board of Education is asked to approve the accreditation requests for Newton-Conover High School (Newton-Conover City Schools) and Discovery High School (Newton-Conover City Schools).

**BUSINESS OPERATIONS COMMITTEE CHAIR REPORT
(Mr. Gregory Alcorn, Chair; Mr. Todd Chasteen, Vice Chair)**

CONSENT

BSOP 7 – Requests for Approval to be Funded as Dropout Prevention and Recovery Programs

Policy Implications: SBE Policy #TCS-M-003

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

Objective 4.3: Use state and federal funding according to state and federal laws and State Board of Education policies.

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, School Business Division)

Description:

The State Board of Education (SBE) approved a policy, TCS-M-003, that allows charter schools that are approved with a sole mission to provide a dropout prevention and recovery program to high school students in grades 9 through 12 to request to be funded on 5th month average daily membership. These schools have specialized programs to encourage students who have dropped out of school to re-enroll in school, and to provide an alternative for students who are at risk of dropping out of a traditional high school.

Two schools have provided a written request to be funded per this policy: Commonwealth High School and Twin City High School. Both of these schools have a charter with a mission to provide dropout prevention and recovery programs to high school students.

Commonwealth High School opened July 1, 2014, under a two-year pilot outlined in legislation (SL 2014-104). This legislation allowed for Commonwealth High School to be funded on 5th month ADM; however, the period of the pilot has now ended. The school is requesting to continue to be funded on 5th month ADM, effective the 2016-17 school year, per the SBE policy.

Twin City High School is scheduled to open July 1, 2017.

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Recommendation(s):

The Department of Public Instruction recommends that these two schools are approved for funding based on 5th month average daily membership.

CONSENT

BSOP 8 – JLEOC Report: Competitive Grants to Improve After-School Services

Policy Implications: House Bill 1030, Session Law 2015-241, Sec. 8.19; SBE Policy #TCS-O-001

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

Objective 4.3: Increase the percentage of schools with a performance composite at or above 60% and meeting or exceeding growth.

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Ms. Donna Brown (Director, Program, Monitoring, and Support Division)

Description:

In the summer of 2014, The North Carolina General Assembly appropriated five million dollars (\$5,000,000) in state funds for the After-School Quality Improvement Grant Program to be administered by the Department of Public Instruction – as part of the *Competitive Grants to Improve After-School Services Act [Session 2013—Section 8.19.(a-e)]*. Organizations were eligible to receive two-year grants of up to five hundred thousand dollars (\$500,000) a year, based on the proposed number of students served, with an option for a third year of funding. For 2014-15, seventeen (17) organizations were approved by the State Board of Education (SBE) for a total of \$4,784,539.

On September 9, 2015, the General Assembly appropriated six million dollars (\$6,000,000) in state funds to provide a second-year grant to grant recipients approved under the After-School Quality Improvement Grant Program pursuant to Section 8.19 of S.L. 2014-100. With the remaining funds, the SBE approved four (4) additional programs for a total of \$1,108,480.

Grant recipients must report to the Department of Public Instruction after the first year of funding on the progress of the grant, including alignment with state academic standards, data collection for reporting student progress, the source and amount of matching funds, and other measures, before receiving funding for the next fiscal year. Grant recipients must report after the second year of funding on key performance data, including statewide test results, attendance rates, promotion rates, and financial sustainability of the after-school program. The Department of Public Instruction must provide interim reports on the grant program to the Joint Legislative Education Oversight Committee by September 15 of each year.

Recommendation(s):

It is recommended that the State Board of Education give consent to submit the report to the JLEOC by the due date.

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CONSENT

BSOP 9 – Report to the NC General Assembly: Ensure Security of Student Records

Policy Implications: Session Law 2014-50 (SB 815), Sec. 1; General Statute §115C-402.5(b)(7)(a) and (b)

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

Objective 4.3: Increase the percentage of schools with a performance composite at or above 60% and meeting or exceeding growth.

Presenter(s): Dr. Lou Fabrizio (Director, Data, Research, and Federal Policy)

Description:

This report is being submitted to the State Board of Education (SBE) to comply with the following legislative mandate of SL 2014-50 (SB 815):

The SBE shall notify the Governor and the General Assembly annually by October 1 of the following:

- a) New student data, whether aggregate data, de-identified data, or personally identifiable student data, included or proposed for inclusion in the student data system for the current school year.
- b) Changes to existing data collections for the student data system required for any reason, including changes to federal reporting requirements made by the United States Department of Education.

Recommendation(s):

It is recommended that the State Board of Education accept this report for submission to the Governor and the General Assembly.

CONSENT (Late Item)

BSOP 10 – Delegation of Authority Policy Amendment – TCS-C-013

Policy Implications: SBE Policy #TCS-C-013

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 4.3: Increase the percentage of schools with a performance composite at or above 60% and meeting or exceeding growth.

Goal 2: Every student has a personalized education.

Goal 3: Every student, every day has excellent educators.

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

Goal 5: Every student is healthy, safe, and responsible.

Presenter(s): Mr. Martez Hill (Executive Director, State Board of Education)

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Description:

This Board item amends SBE policy TCS-C-013 to reflect the dual report positions to the State Board of Education and the State Superintendent of Public Instruction. The amendment shows the change in title of the dual-report Chief Performance Officer to Chief of Staff and adds the dual report position of Superintendent of the Achievement School District.

Recommendation(s):

It is recommended that the State Board of Education approve the policy amendment as presented.

EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE CHAIR REPORT
(Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)

CONSENT

EICS 3 – Northeast Aerospace & Advanced Technology Charter School Amendment Request

Policy Implications: General Statute §115C-218

SBE Strategic Plan:

Goal 2: Every student has a personalized education.

Objective 2.4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools)

Description:

State Board of Education (SBE) policy #TCS-U-014 states, “a material revision of the charter application shall be made only upon approval of the State Board of Education.” Northeast Academy of Aerospace and Advanced Technology (NEAAAT) has requested material revisions to its charter in four (4) major areas outlined below because New Schools, its educational partner, unexpectedly closed in April 2016:

1. Purposes of the proposed charter school,
2. Goals for the proposed charter school,
3. Educational plan, and
4. Governance and capacity.

The sudden closure of New Schools resulted in its contractual relationship with NEAAAT ending. New Schools was not a management company; however, they provided substantial services to Northeast Academy of Aerospace and Advanced Technology per its approved charter application. Northeast Academy of Aerospace and Advanced Technology has submitted an amended plan outlining changes to the Office of Charter Schools that reflect the removal of New Schools from its application. The Charter Schools Advisory Board (CSAB) requested NEAAAT to appear at its August 9, 2016, meeting to ask questions of the board of directors and its lead administrator. Following its deliberation, the CSAB recommends that the SBE accept the amendment request for NEAAAT removing its educational partner, New Schools, from its application.

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Recommendation(s):

The Charter Schools Advisory Board recommends that the State Board of Education approve NEAAAT amending its application to remove New Schools as its Educational Partner.

CONSENT

EICS 4 – JLEOC Report and Recommendation on Fast-Track Replication of High-Quality Charter Schools

Policy Implications: Session Law 2016-79 (HB 242), SBE Policy #TCS-U-016

SBE Strategic Plan:

Goal 2: Every student has a personalized education.

Objective 2.4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools), Mr. Alex Quigley (Chair, Charter Schools Advisory Board), and Dr. Deanna Townsend-Smith (Lead Consultant, Office of Charter Schools)

Description:

Per North Carolina Session Law 2014-104 (House Bill 884), the State Board of Education “shall submit a report to the Joint Legislative Education Oversight Committee by October 28, 2016, on adopting rules and making decisions on Fast-Track applicants no later than October 15.” Specific changes to SBE Policy #TCS-U-16 include [the following:]

Upon recommendations by the Office of Charter Schools and the Charter Schools Advisory Board, the State Board of Education shall adopt a process and rules for fast-track replication of high-quality charter schools currently operating in the state.

The State Board of Education shall not require a planning year for applicants selected through the fast-track replication process. In addition to the requirements for charter applicants set forth in Part 6A of Article 16 of Chapter 115C of the General Statutes, the fast-track replication process adopted by the State Board of Education shall, at a minimum, require a board of directors of a charter school to demonstrate one of the following in order to qualify for fast-track replication:

- (1) A charter school in this state governed by the board of directors has student academic outcomes that are comparable to the academic outcomes of students in the local school administrative unit in which the charter school is located and can provide three years of financially sound audits.
- (2) The board of directors agrees to contract with an education management organization or charter management organization that can demonstrate that it can replicate high-quality charter schools in the state that have proven student academic success and financial soundness.

The State Board of Education shall ensure that the rules for a fast-track replication process provide that decisions by the State Board of Education on whether to grant a charter through the replication process are completed no later than October 15 of the year immediately preceding the year of the proposed school opening.

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At its August 9, 2016, meeting, the Charter Schools Advisory Board (CSAB) reviewed/approved the attached report and made the following recommendation regarding SBE Policy #TCS-U-016:

- (1) The Fast Track TCS-U-016 policy be amended by adding a new subsection “e” with the title “Time of Decision” with subsection “1,” which states that the SBE will make a decision whether to grant a charter through fast-track replication no later than October 15 of the year immediately preceding the year of the proposed opening of the school. This subsection applies beginning for schools proposing to open for Fast Track in 2018-19 and in subsequent years.

The attached draft report and Charter Schools Advisory Board policy change recommendation will fulfill this requirement.

Recommendation(s):

The Charter Schools Advisory Board and Office of Charter Schools recommend that the State Board of Education approve this report for submission to the Joint Legislative Education Oversight Committee of the NC General Assembly and accept its recommended change to SBE Policy #TCS-U-016.

EDUCATOR STANDARDS AND PRACTICES COMMITTEE CHAIR REPORT
(Dr. Olivia Holmes Oxendine, Chair; Mr. Eric Davis, Vice Chair)

CONSENT

ES&P 6 – Alignment of World Language Teacher Certification Requirements

Policy Implications: SBE Policy #TCP-A-001, TCP-A-002, TCP-A-003

SBE Strategic Plan:

Goal 3: Every student, every day has excellent educators.

Objective 3.1: Develop and support highly effective teachers.

Objective 3.3: Increase the number of teachers graduating from quality traditional and alternative educator preparation programs.

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Ms. Helga Fasciano (Special Assistant for Global Education)

Description:

State Board Task Force on Global Education Commitment 2.2: Partner with institutions of higher education and other relevant stakeholders to establish plan to increase the supply of competent K-12 World Language teachers through recruitment, production, and retention. The plans shall include strategies to maximize the numbers of educators on language staffs who have advanced proficiency including native speakers. The plan should also include the testing of language teachers for proficiency as part of the hiring and certification process.

These policy amendments are recommended to bring all ancillary references for minimum certification requirements for World Language Teachers from "Intermediate High" to "Advanced Low" proficiency level as determined by the ACTFL proficiency scale. This will bring these ancillary references for alternate licensing, add on licensure and international faculty licensure in alignment with the required scores adopted by the State Board of Education (SBE) on the Praxis II, which reflects an Advanced Low level. NC test scores from the Praxis II since the SBE adoption indicates pre service teachers or students are scoring at or above the required cut scores that are reflective of Advanced Low or higher proficiency levels.

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The amendments for each policy are as follows:

TCP-A-001 Title: Policies on General Licensure Requirements: Section 1.25 and 1.85

TCP-A-002 Title: Policies on Routes to Licensure: Section 2.30

TCP-A-003 Title: Policies on Testing Requirements: Section 3.20

It is recommended that these amendments are in effect beginning with the 2017-18 school year.

Recommendation(s):

It is recommended that the State Board of Education approve the proposed policy amendment.

HEALTHY RESPONSIBLE STUDENTS COMMITTEE CHAIR REPORT
(Ms. Patricia Willoughby, Chair; and Mr. Reginald Kenan, Vice Chair)

CONSENT

HRS 1 – Middle School Athletics Manual Policy Updates

Policy Implications: General Statute §115C-47(4); SBE Policy #HRS-D-001

SBE Strategic Plan:

Goal 5: Every student is healthy, safe and responsible.

Objective 5.2: Promote healthy active lifestyles for students.

Presenter(s): Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning), Dr. Tiffany Perkins (Director, Division of K-12 Curriculum and Instruction) and Dr. Ellen Essick (Section Chief, NC Healthy Schools)

Description:

Changes to the *Middle/Junior High School Athletic Manual* reflect recent policy and rule changes and alignment with best practices for safety of student athletes.

Recommendation(s):

It is recommended that the State Board of Education approve the proposed changes to the manual.

ACTION AND DISCUSSION AGENDA

EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE CHAIR REPORT
(Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)

ACTION

EICS 1 – Revised Academic Improvement Plan for Rocky Mount Preparatory Academy

Policy Implications: General Statute §115C-218, SBE Policy #TCS-U-010

SBE Strategic Plan:

Goal 2: Every student has a personalized education.

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Objective 2.4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools)

Description:

Based on State Board of Education (SBE) Policy #TCS-U-010, Rocky Mount Preparatory (RMP) was deemed as “inadequately performing” in 2014-15. The Charter Schools Advisory Board (CSAB) required RMP to develop an Academic Improvement Plan (AIP) and subsequently reviewed and recommended the original AIP to the SBE for approval in January 2016. RMP did not meet academic growth expectations and had a Grade-Level Proficiency Performance Composite of 31.4% for 2014-15. On April 7, 2016, the SBE approved the AIP submitted by RMP. In light of the material changes to the AIP plan caused by the amendment request approved by the SBE on June 2, 2016, to terminate its management contract with Master Mind Prep Solutions, RMP submitted an amended AIP to the SBE for approval. The SBE provided RMP 30 days from its June 2, 2016, amendment approval to amend the AIP.

Prior to approving the amended AIP, the SBE requested at its July 2016 meeting that the CSAB review the revised plan and make a recommendation to the SBE regarding the revised AIP. During its regularly scheduled meeting on August 9, 2016, the CSAB voted to recommend that the SBE accept the amended AIP for RMP. While the CSAB provided suggestions to RMP to improve its plan, no official recommendation was provided to require the school to make the suggested changes.

In June 2016, House Bill (HB) 242 removed the definition of “inadequate performance” for charter schools and now requires charter schools to be identified as “low performing.” Specifically, HB 242 reads “a continually low-performing charter school that has been designated by the State Board as low performing for at least two of three consecutive years.” RMP meets the definition of continually low performing; however, is submitting this AIP for approval to outline how it will improve student outcomes as measured by state assessments. HB 242 further directs that the SBE “shall not terminate or not renew the charter if the charter school has implemented a strategic improvement plan approved by the State Board and is making measurable progress toward student performance goals.” RMP charter is currently seeking renewal for a charter that will expire June 2017.

Recommendation(s):

The Charter Schools Advisory Board recommends that the State Board of Education accept the Academic Improvement Plan for Rocky Mount Preparatory Academy.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of this item during the EICS Committee meeting on Wednesday.
- There was no further discussion.

Upon motion by Ms. Rebecca Taylor, and seconded by Mr. Wayne McDevitt, the State Board of Education voted unanimously to accept the Academic Improvement Plan for Rocky Mount Preparatory as presented. (See Attachment EICS 1)

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MOVED FROM DISCUSSION TO ACTION ON FIRST READING

EICS 5 – Implementation Timeline for Achievement School District

Policy Implications: General Statute §115C (Article 7A)-Achievement School District and Innovation Zones

SBE Strategic Plan:

Goal 2: Every student has a personalized education.

Objective 2.5: Decrease the percentage of low-performing schools and low-performing school districts in the state.

Presenter(s): Mr. Adam Levinson (Chief Performance Officer)

Description:

In the 2016 Legislative Session, House Bill 1080 establishes Achievement School Districts. Section 8 of the bill states that ""The act is effective when it becomes law and supervision of achievement schools by the Achievement School District shall begin with the 2017-18 school year. In the discretion of the State Board of Education (i) the ASD Superintendent may not be required during the 2016-17 school year to recommend qualifying schools for inclusion in the ASD for the 2017-18 school year and (ii) the time line for selection of achievement schools for the 2017-18 school year provided in G.S. 115C-75.7 may be varied, but in no event may the local board of education's decision occur later than April 1, 2017. The State Board of Education may select up to five qualifying schools to transfer to the ASD beginning with the 2017-18 school year but shall select at least two qualifying schools to transfer to the ASD no later than the 2018-19 school year and shall have selected five qualifying schools for transfer to the ASD no later than the 2019-20 school year."

The North Carolina State Board of Education will discuss this month the implementation of the timeline regarding the ASD legislation.

Recommendation(s):

It is recommended that the State Board of Education discuss the legislation's timeline and make the needed implementation timeline decisions.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of the timeline for this item during the EICS Committee meeting on Wednesday. She added that discussion about the timeline will continue and that the selection of the ASD superintendent will be a critical role that will help drive the timeline.
- There was no further discussion.

This item is presented for discussion during the September State Board of Education meeting and will return for action in October 2016. (See Attachment EICS 5)

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DISCUSSION

EICS 2 – Annual Charter Schools Performance Framework Overview

Policy Implications: N/A

SBE Strategic Plan:

Goal 2: Every student has a personalized education.

Objective 2.4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools) and Ms. Cande Honeycutt (Consultant, Office of Charter Schools)

Description:

In September 2014, the State Board of Education (SBE) commissioned the Office of Charter Schools (OCS), through its strategic plan, to develop and implement a Performance Framework (PF). Specifically, the PF captures school data trends over time, is a part of the renewal process, and may be used for high-stakes decision making. Information outlined in the PF allows OCS to provide charter schools, SBE, and the Charter Schools Advisory Board (CSAB) one consistent document to determine whether a charter school is meeting academic, operational, and financial goals.

The OCS published the first PF for charter schools in June 2015. At the August 5, 2015, meeting, OCS updated the SBE on the June 2015 PF and outlined next steps for the 2016 release. After receiving feedback from the field and upon recommendation of the CSAB, the OCS made adjustments to the PF to include information only required by statute, SBE policy, and the charter agreement. Further changes included producing a more simplified document to contain two (2) ratings (Compliant and Not Compliant) and streamlining the data collection/review process using Microsoft SharePoint. Finally, a timeline was established to align the PF release with the NC Department of Public Instruction's annual academic data announcement.

The 2016 PF data collection period started June 23, 2016, and concluded July 8, 2016. Prior to the data collection period, OCS providing training to all charter schools on using Microsoft SharePoint. During the data collection process, technical assistance was granted as needed. Extensions were granted to charter schools requesting additional time to submit information. OCS reviewed and provided feedback for items submitted for the PF from July – August 2016. OCS then provided a correction period for schools to adjust items to ensure compliance with statute, SBE policy, and the charter agreement. Any school not making specific corrections or submitting requested documentation after extension requests received a rating of “Not Complaint” for the 2016 PF.

Recommendation(s):

The Office of Charter Schools recommends that the State Board of Education accept the 2016 Performance Framework.

Discussion/Comments:

- There was no discussion.

This item is presented for Discussion at the September State Board of Education meeting and will return for Action in October 2016. (See Attachment EICS 2)

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NEW BUSINESS

Under New Business, EICS Committee Chair Rebecca Taylor reported that the EICS Committee received an NC Virtual Charter Schools Update from Mrs. Alexis Schauss related to finances, enrollments, withdrawals, etc., followed by presentations from representatives from both of the virtual schools. The student achievement scores will be released to the public today, which will be an area of discussion during the next update, according to Chair Taylor.

SPECIAL COMMITTEE ON DIGITAL LEARNING CHAIR REPORT (Lt. Governor Dan Forest, Chair; Ms. Rebecca Taylor, Vice Chair)

ACTION ON FIRST READING

SCDL 1 – Acceptance of Digital Learning Plan Budget

Policy Implications: House Bill 1030 (Budget Bill)

SBE Strategic Plan:

Goal 2: Every student has a personalized education.

Objective 2.2: Increase the number of teachers and students using digital learning tools.

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

Objective 4.2: Use Home Base as an essential resource for instructional delivery and communications with parents and students.

Presenter(s): Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, DPI) and Dr. Jenni Corn (Friday Institute, NC State University)

Description:

The Digital Learning Plan has been approved by the State Board of Education. It returns to the Board with the proposed budget for the funding. The Board will be asked to accept the plan's budget.

Recommendation(s):

It is recommended that the State Board of Education accept the proposed budget presented at the September 1, 2016, SBE meeting.

Discussion/Comments:

- SCDL Committee Chair Dan Forest noted a thorough discussion of this item during the SCDL Committee meeting on Wednesday.
- There was no further discussion.

Upon motion by Lt. Governor Dan Forest, and seconded by Ms. Rebecca Taylor, the State Board of Education voted unanimously to accept the Digital Learning Plan as presented as well as the revised budget related to that plan. (See Attachment SCDL 1)

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NEW BUSINESS

Under New Business, SCDL Committee Chair Dan Forest noted a brief presentation from President and CEO of MCNC Jean Davis who spoke about the ongoing work toward technology infrastructure in North Carolina.

BUSINESS OPERATIONS COMMITTEE CHAIR REPORT (Mr. Gregory Alcorn, Chair; Mr. Todd Chasteen, Vice Chair)

ACTION

BSOP 1 – Restart/Reform Model School Funding

Policy Implications: SBE Policy #TCS-M-003

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

Objective 4.3: Use state and federal funding according to state and federal laws and State Board of Education policies

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, School Business Division)

Description:

DPI staff and the staff of school systems that have restart schools have met on several occasions to discuss the best way to fund these schools. Staff discussed various possible funding models.

The following schools were approved at the April SBE meeting:

- Barwell Road Elementary (Wake County)
- Walnut Creek Elementary (Wake County)
- E.M. Rollins Elementary (Vance County)
- Goldsboro High School (Wayne County)
- Haw River Elementary (Alamance-Burlington Schools)

There are five additional schools that have submitted applications and will be presented for Board approval at the September meeting (Chatham County – two schools), (Edgecombe County – two schools), and (Winston-Salem Forsyth – one school).

Proposed Funding Policy for a Restart School:

Fund as charter without transportation funds, exceptional children (EC), or limited English proficiency (LEP) included. Establish a new program report code (PRC) for tracking expenditures. Send out as a negative reserve where the local education agency (LEA) can select what to reduce.

More specifics recommended for inclusion in the Board policy:

- If returning state position allotments as part of the negative reserve, the positions returned will be based on the LEA average salary for that position.
- Transfers for exceptional children and career and technical education will follow the same restrictions as required for all LEAs.
- Teacher assistant funding can be returned as part of the negative reserve.

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- The negative reserve reflects the funding in the PRC associated with the restart school. LEAs can use other state funding to support the school without converting the funds to the newly created restart PRC.
- Funding cannot be moved out of the restart PRC.
- Guaranteed allotments (annual leave and longevity) will be included in the negative reserve amount. You will not be allowed to expense to PRC 009 (the expense must be posted to the newly created Restart PRC).

Recommendation(s):

It is recommended that the State Board of Education approve the proposed funding model.

Discussion/Comments:

- BSOP Committee Chair Greg Alcorn noted a thorough discussion of this item during the BSOP Committee meeting on Wednesday.
- There was no further discussion.

Upon motion by Mr. Greg Alcorn, and seconded by Mr. Todd Chasteen, the State Board of Education voted unanimously to approve the proposed funding model as presented. (See Attachment BSOP 1)

ACTION ON FIRST READING

BSOP 2 – Title V State Abstinence Education (AEGP) Grant

Policy Implications: SBE Policy #TCS-O-001, Title V AEGP Grant

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

Objective 4.3: Use state and federal funding according to state and federal laws and State Board of Education policies

Presenter(s): Dr. Maria Pitre-Martin (Chief Academic Officer, Academic and Digital Learning), Dr. Tiffany Perkins (Director, K-12 Curriculum and Instruction) and Dr. Ellen Essick (Section Chief, Healthy Schools)

Description:

The Title V State Abstinence Education (AEGP) Grant Program was extended through Fiscal Year 2014 under the Patient Protection and Affordable Care Act of 2010 (Pub.L.111-148.). The purpose of the State Abstinence Education Program is to support student decisions to abstain from sexual activity by providing abstinence programming as defined by Section 510(b) of the Social Security Act (42 U.S.C 710(b) with focus on those groups that are most likely to bear children out-of-wedlock, such as youth in or aging out of foster care. As a condition of receiving this grant, North Carolina must certify that all abstinence education materials that are presented as factual are medically accurate and grounded in scientific research. This also pertains to any materials presented by sub-awardees of the state. In the Funding Opportunity Announcement (FOA) released by the U.S. Department of Health and Human Services Administration for Children and Families (ACF), the bulk of funding awarded to North Carolina will be distributed to 28 LEAs, one university, the North Carolina School Health Training Center and other partners.

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The Title V State Abstinence Education Grant Program (AEGP) initially awarded \$1,585,347 to DPI and was accepted by the State Board of Education (SBE) in May 2011 (FY2010). For fiscal year 2 (FY2011), funding in the amount of \$1,652,476 was presented to the SBE as a continuation item during the October 2011 meeting. Year 3 (FY2012) funding was in the amount of \$1,714,293. Fiscal Year 2013 (Year 4) was reduced due to the federal sequestration. For Year 5, NCDPI received an award of \$1,603,856. For this fiscal year, beginning October 1, 2016, DPI was awarded \$2,544,986. The application abstract outlining how the program will be implemented is included in the supporting documents.

Recommendation(s):

The State Board of Education (SBE) is asked to grant approval of providing funding up to 28 of the 115 LEAs. The SBE is asked to take Action on First Reading.

Discussion/Comments:

- BSOP Committee Chair Greg Alcorn noted a thorough discussion of this item during the BSOP Committee meeting on Wednesday.
- There was no further discussion.

Upon motion by Mr. Greg Alcorn, and seconded by Mr. Wayne McDevitt, the State Board of Education voted unanimously to approve Title V State Abstinence Education (AEGP) Grant funding of up to 28 of the 115 LEAs as presented. (See Attachment BSOP 2)

ACTION ON FIRST READING

BSOP 3 – State Personnel Development Grant

Policy Implications: SBE Policy #TCS-O-001

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

Objective 4.3: Use state and federal funding according to state and federal laws and State Board of Education policies

Presenter(s): Dr. Maria Pitre-Martin (Chief Academic Officer, Academic and Digital Learning), Mr. William Hussey (Director, Exceptional Children Division) and Dr. Paula Crawford (NC SIP Project Director, Exceptional Children Division)

Description:

In March 2016, the Exceptional Children Division received notification from the Office of Special Education Programs (OSEP) of the award for federal funding of the competitive five-year State Personnel Development Grant (SPDG) in the amount of \$7,432,705 (\$1,486,541 annually) beginning October 1, 2016. The purpose of the grant, referred to as the NC State Improvement Project (NC SIP) is to improve the quality of teachers' instructional competencies to impact students' academic performance. The new goals are

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- GOAL 1** - NC SIP staff will increase their capacity to provide leadership, professional development, coaching, and supports to participating districts, teachers, and families on leadership and effective reading, math, and content literacy instruction.
- GOAL 2** - District and building administrators will have the skills to develop, implement, and evaluate district plans that support the improvement of core content instruction and achievement of students with disabilities in their districts.
- GOAL 3** - Teachers and administrators will have the skills to effectively implement research-based reading, math, adolescent literacy and co-teaching instructional practices for students with disabilities in the K-12 classroom, which will lead to increased student engagement, student generalization of skills, academic achievement, and family engagement.
- GOAL 4** - Pre-service teachers and in-service administrators enrolled in partnering IHEs, will have the capacity to effectively implement and support research-based reading, math, adolescent literacy, and co-teaching for students with disabilities.

The NC SIP will build upon implementation knowledge acquired since 2000 from the 95 participating LEAs across the state and over 30,000 teachers completing the professional development courses. The new goals address areas to strengthen that were identified in stakeholder meetings held during 2015-16. The accomplishment of these goals will be achieved through a more intentional, targeted, supported implementation and three levels of engagement termed: Best Practice Centers, Demonstration Sites, and Network Sites with the total site participation numbers over the five-year grant cycle to be based upon *diffusion of innovation theory* (Rogers, 1962-2003) – see appendix, beginning in the 2016-17 school year. These centers and sites will provide regional opportunities for professional 2 development and greater access to observe best practices at the local level and will be phased into participation with support.

The application for competitive selection to participate in NC SIP was developed for the LEA team to collaboratively complete – see appendix for Levels of Engagement Goals, Expectations, and Requirements Described: Best Practice Centers, Demonstration Sites, Network Sites. A systematic and objective scoring process utilized a rubric and scoring from multiple raters for selection of the sites. The professional learning focus will include newly revised and/or developed content and data collection:

- All leaders understand, support, and collaborate to provide evidence-based instruction (reading, math)
- Reading and Math Foundations courses (revised 2016)
- Evidence-based programs for reading and math instruction
- Coaching continuum to include virtual coaching
- Co-teaching for administrators and teachers
- Evidence-based adolescent literacy programming

The selected LEA teams at each participating school, with support and guidance from the NC SIP regional team (NC SIP Consultants and Regional Coach), will collaborate to develop the 2016-17 implementation plan.

Quarterly measurement goals will be clearly articulated in the plan and the year-end Developmental Review will be conducted to determine if goals are met.

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PRC 082 funds will be budgeted and spent according to plan (by fiscal year end) and reflected in the annual LEA combined expenditure report by the due date – 90% for professional development and 10% for materials to support the professional development.

Meeting implementation plan goals, accountability for appropriate spending, and timely data reporting will be determining factors in continuing participation the following year.

May 25	All traditional LEAs and charters were invited to apply for 2016-17 NC SIP grant competition
June 13	15 Reading and 15 Math Regional Coaches were selected from 54 applicants to provide regional support and greater access, as instructors, to Reading and Math Foundations courses
June 24	75 applications were received for NC SIP grant participation competition
June 29	Final LEA application review and selection of sites completed (see attachment)
July & August	2016 Reading and Math Foundations revision recertification of instructors conducted
August 31	LEA names provided to the NC SBE for consent of funding
September 2	LEAs will be notified of selection as Best Practice Centers, Demonstration, or Network Sites
October	PRC 082 allotments to LEAs
November 7	Professional development, orientation of new sites, and action planning with LEAs
Winter and Spring	Ongoing professional development, coaching support, regional meetings, technical assistance provided for implementation plans and monitoring of progress

Recommendation(s):

It is recommended that the State Board of Education approve the funding.

Discussion/Comments:

- BSOP Committee Chair Greg Alcorn noted a thorough discussion of this item during the BSOP Committee meeting on Wednesday.
- Board member Eric Davis recused himself from discussion and voting on this item.
- There was no further discussion.

Upon motion by Mr. Greg Alcorn, and seconded by Mr. Todd Chasteen, the State Board of Education voted to approve the State Personnel Development Grant funding as presented. Mr. Davis recused himself from the vote. (See Attachment BSOP 3)

DISCUSSION

BSOP 4 – 2017-19 Biennial Expansion Budget Requests

Policy Implications: N/A

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

Objective 4.3: Use state and federal funding according to state and federal laws and State Board of Education policies

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services)

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Description:

In preparation for a request from the Office of State Budget and Management, the Department of Public Instruction (DPI) has solicited feedback both internally and externally on budget priorities for the 2017-2019 Biennial Budget.

Additional information will be provided prior to the State Board of Education meeting.

Recommendation(s):

It is recommended that the State Board of Education discuss budget priorities.

Discussion/Comments:

- BSOP Committee Chair Greg Alcorn noted a thorough discussion of this item during the BSOP Committee meeting on Wednesday.
- There was no further discussion.

This item is presented for Discussion at the August and September State Board of Education meetings and will return for Action in October 2016. (See Attachment BSOP 4)

DISCUSSION

BSOP 5 – Revise Licensure Fees

Policy Implications: N/A

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.

Objective 4.3: Use state and federal funding according to state and federal laws and State Board of Education policies

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Ms. Susan Ruiz (Section Chief, Licensure Section)

Description:

Attached is background information on the current status of licensure expenditures and receipts along with some information to help guide conversations around changing the licensure fee structure.

Recommendation(s):

It is recommended that the State Board of Education review and discuss the proposed revised fee structure.

Discussion/Comments:

- BSOP Committee Chair Greg Alcorn noted a thorough discussion of this item during the BSOP Committee meeting on Wednesday.
- There was no further discussion.

This item is presented for Discussion at the September State Board of Education meeting and will return for Action in October 2016. (See Attachment BSOP 5)

MOVED FROM DISCUSSION TO ACTION ON FIRST READING**BSOP 6 – Collection and Calculation Method of Charter School Per Pupil Share****Policy Implications:** HB 242, Session Law 2016-79, Sec. 1.6(d)**SBE Strategic Plan:****Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators.**Objective 4.3:** Use state and federal funding according to state and federal laws and State Board of Education policies.**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, School Business Division)**Description:**

Session Law 2016-79, (HB242), Section 1.6 modifies G.S. §115C-218-105(d), requiring the local education agencies (LEA) to provide to the State Board of Education (SBE) the following for each charter school to which it transfers a per pupil share of its local current expense fund.

The legislation states that the SBE shall adopt a policy to govern the collection of the following information:

- (1) The total amount of monies the local school administrative unit has in each of the funds listed in G.S. §115C-426(c).
- (2) The student membership numbers used to calculate the per pupil share of the local current expense fund.
- (3) How the per pupil share of the local current expense fund was calculated.
- (4) Any additional records requested by a charter school from the local school administrative unit in order for the charter school to audit and verify the calculation and transfer of the per pupil share of the local current expense fund.

The Department of Public Instruction (DPI) shall administer the information collection on behalf of the SBE. The LEA shall provide the information to DPI November 1 of each year. The information will be kept on file and will be available upon request.

The SBE shall issue a letter of noncompliance to a local school administrative unit that does not provide the State Board with the information required by this subsection.

Recommendation(s):

It is recommended that the State Board of Education adopt the recommended policy.

Discussion/Comments:

- BSOP Committee Chair Greg Alcorn noted a thorough discussion of this item during the BSOP Committee meeting on Wednesday. Chair Alcorn shared that consensus was reached during the BSOP Committee meeting to move this item from Discussion to Action on First Reading. There were no objections.
- There was no further discussion.

Upon motion by Mr. Greg Alcorn, and seconded by State Treasurer Janet Cowell, the State Board of Education voted to adopt the collection and calculation method of charter school per pupil share as recommended. (See Attachment BSOP 6)

UPDATE ON CONTRACTS

BSOP Committee Chair Greg Alcorn encouraged Board members to review the contracts located in their Board books.

EDUCATOR STANDARDS AND PRACTICES COMMITTEE CHAIR REPORT (Dr. Olivia Holmes Oxendine, Chair; Mr. Eric Davis, Vice Chair)

ACTION

ES&P 1 – Educator Preparation – Student Teaching Clinical Practice Requirements

Policy Implications: General Statute §115C-296.8-9 & 11

SBE Strategic Plan:

Goal 3: Every student, every day has excellent educators.

Objective 3.1: Develop and support highly effective teachers.

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Lynne Johnson (Director, Educator Effectiveness Division) and Ms. Joyce Gardner (Director, Educator Preparation)

Description:

Institutions of Higher Education with Educator Preparation Programs must comply with the mandates outlined in House Bill 97. This item is presented in response to General Statute §115C-296.8-9 & .11:

Educator preparation programs shall ensure clinical educators who supervise students in residencies or internships meet the following requirements:

- d. Be professionally licensed in the field of licensure sought by the student.
- e. Have a minimum of three years of experience in a teaching role.
- f. Have been rated, through formal evaluations, at least at the "accomplished" level as part of the North Carolina Teacher Evaluation System and have met expectations as part of student growth in the field of licensure sought by the student.

Educator preparation programs shall require clinical practice in the form of residencies or internships in those fields for which they are approved by the State Board of Education. Residencies or internships shall be a minimum of 16 weeks. Residencies and internships may be over the course of two semesters and shall, to the extent practicable, provide student experiences at both the beginning and ending of the school year. Field experiences must be required every semester with a full semester in a low-performing school, prior to student teaching.

Educator preparation programs with a clinical practice component shall require, in addition to a content assessment, a nationally normed and valid pedagogy assessment to determine clinical practice performance. Passing scores and mastery criteria will be determined by the State Board of Education.

See Attachment 2 for further information.

Recommendation(s):

It is recommended that the State Board of Education review recommendations to identify the pedagogy assessment to be used by North Carolina Institutions with educator preparation programs and begin the process to determine passing scores to meet the requirement of General Statute §115C-296.8-9 & .11. The related draft policy is attached for State Board of Education approval.

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Discussion/Comments:

- ES&P Committee Chair Olivia Oxendine noted a thorough discussion of this item during the ES&P Committee meeting on Wednesday, noting that this has much to do with strengthening the clinical practice component of the programs that prepare our future teachers.
- No further discussion occurred.

Upon motion by Dr. Olivia Oxendine, and seconded by Mr. Eric Davis, the State Board of Education voted unanimously to approve the policy on educator preparation that includes the identification of pedagogy assessments pursuant to G.S. §115C-296.8-9 & 11. (See Attachment ES&P 1)

ACTION

ES&P 2 – General Licensure Requirements Amendment – TCP-A-001

Policy Implications: SBE Policy #TCP-A-001

SBE Strategic Plan:

Goal 3: Every student, every day has excellent educators.

Objective 3.1: Develop and support highly effective teachers.

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Thomas Tomberlin (Director, Educator Human Capital Policy and Research), Dr. Lynn C. Johnson (Director, Educator Effectiveness) and Ms. Susan Ruiz (Section Chief, Licensure Section)

Description:

The North Carolina Department of Public Instruction (NCDPI) recommends a number of changes to teacher licensure and evaluation processes, which have an impact on several existing State Board of Education (SBE) policies. Provisions regarding educator licenses in the most recent budget bill necessitate revisions to existing SBE policies. Pursuant to state statute, out-of-state teachers applying for a NC teaching license must provide evaluation data from the state in which they hold a current teaching license. Out-of-state applicants who do not provide evaluation data are eligible only for an initial license. Teachers in their renewal year of a NC Continuing License must be deemed proficient on their summative evaluation in order to maintain a Continuing License. NCDPI recommends the SBE define the term “proficient” in relation to its use in the statute. Teachers who are not deemed proficient on the summative evaluation shall be placed on a mandatory improvement plan and will revert to an initial license. Reversion to an initial license shall not be deemed a demotion or result in a reduction of the teacher’s salary.

Recommendation(s):

It is recommended that the State Board of Education approve the evaluation and licensure policy changes on the attached list.

Discussion/Comments:

- ES&P Committee Chair Olivia Oxendine noted a thorough discussion of this item during the ES&P Committee meeting on Wednesday.
- There was no further discussion.

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Upon motion by Dr. Olivia Oxendine, and seconded by Mr. Eric Davis, the State Board of Education voted unanimously to accept the evaluation and licensure policy changes as indicated in Attachment 1 of ES&P 2 on eBoard. (See Attachment ES&P 2)

ACTION ON FIRST READING

ES&P 3 – Recommendations from the Advisory Board on Requests for Exception from Teacher Licensing Requirements

Policy Implications: SBE Policy #TCP-A-021, TCP-B-009

SBE Strategic Plan:

Goal 3: Every student, every day has excellent educators.

Objective 3.1: Develop and support highly effective teachers.

Presenter(s): Dr. Olivia Oxendine (Member, State Board of Education), Ms. Susan Ruiz (Section Chief, Licensure Section) and Ms. Nadine Ejire (Asst. Section Chief, Licensure Section)

Description:

State Board of Education (SBE) policy #TCP-A-021 allows individuals who have not met licensing requirements due to extenuating circumstances to request an exception from the requirement or an extension of time. The request must include documents from the teacher, the principal, the superintendent, and the chair of the local board of education. A similar policy, TCP-B-009 allows colleges and universities to submit requests for exception to Praxis I testing requirements on behalf of students seeking admission to teacher education programs. Requests are evaluated by a panel chaired by a member of the SBE. Panel recommendations will be presented in closed session.

Recommendation(s):

It is recommended that the State Board of Education approve the recommendations of the Appeals Panel related to each request.

Discussion/Comments:

- ES&P Committee Chair Olivia Oxendine explained that this item was handled during the Board's Closed Session on Wednesday.
- There was no additional discussion.

This item is presented for Action on First Reading during the September 2016 State Board of Education meeting (See Attachment ES&P 3)

DISCUSSION

ES&P 4 – Beginning Teacher Support Programs Policy Amendment – TCP-A-004

Policy Implications: SBE Policy #TCP-A-004

SBE Strategic Plan:

Goal 3: Every student, every day has excellent educators.

Objective 3.1: Develop and support highly effective teachers.

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Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Lynne Johnson (Director, Educator Effectiveness) and Dr. Yvette Stewart (Assistant Director, Educator Effectiveness)

Description:

Currently each LEA develops a comprehensive program for beginning teachers, which is reviewed and monitored. The plan is approved by the local board of education. The policy has been reformatted to streamline the language for clarity, separating policy language from procedural language. A handbook for procedures and best practices will now be a separate document from the policy requirements; the handbook will be available online.

Recommendation(s):

It is recommended that the State Board of Education discuss the proposed revision to the Beginning Teacher Support Program.

Discussion/Comments:

- ES&P Committee Chair Olivia Oxendine noted a thorough discussion of this item during the ES&P Committee meeting on Wednesday. Dr. Oxendine explained that this document has been revised over a period of several months to divide policies from procedures.
- There was no further discussion.

This item is presented for Discussion during the September State Board of Education meeting and will return for Action in October 2016. (See Attachment ES&P 4)

DISCUSSION

ES&P 5 – New Policy: Allowing Adjunct Faculty to Teach Career and Technical Education (CTE) Courses

Policy Implications: HB 1030, Session Law 2016-94, Sec. 8.32(c)

SBE Strategic Plan:

Goal 3: Every student, every day has excellent educators.

Objective 3.1: Develop and support highly effective teachers.

Presenter(s): Dr. Maria Pitre-Martin (Chief Academic Officer, Academic and Digital Learning) and Ms. Jo Anne Honeycutt (Director, Career and Technical Education)

Description:

HB 1030 allows Local Education Agencies (LEAs) to hire adjunct instructors for Career and Technical Education (CTE) courses and directs the State Board of Education (SBE) to develop minimum criteria of relevant education or employment experience to qualify to contract as an adjunct instructor in each CTE career cluster and shall make such criteria available to local boards of education.

The law sets forth the following requirements and limitations to the employment:

“The local board of education may contract with an adjunct instructor on an annual or semester basis, subject to the following requirements:

- (1) An adjunct instructor may be employed for no more than 10 hours per week.

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- (2) An adjunct instructor shall be subject to a criminal history check to ensure that the person has not been convicted of any crime listed in G.S. §115C-332.
- (3) An adjunct instructor shall not be required to hold or apply for licensure as a teacher.
- (4) An adjunct instructor must complete preservice training in all of the following areas prior to beginning instruction:
 - a. The identification and education of children with disabilities.
 - b. Positive management of student behavior.
 - c. Effective communication for defusing and deescalating disruptive or dangerous behavior.
 - d. Safe and appropriate use of seclusion and restraint."

The CTE Division proposed the following criteria for discussion:

1. Candidates have the education and work experience requirements outlined in SBE policy #TCP-A-001 Section 1.55, or
2. Candidates are currently employed by a community college to teach in a related subject area, or
3. Candidates hold a current license for teaching in the same program area, or
4. Candidates hold an expired license for teaching in the same program area.

LEAs will be responsible for accumulating evidence and validating the education and experience of individuals hired as an adjunct instructor. LEAs should determine the hourly contract rate based on the education and experience of the individual. DPI recommends hourly rates based on the established scale for teacher pay between \$22.00 and \$31.00 per hour.

The CTE Director for the LEA should approve the hiring of all adjunct instructors.

Recommendation(s):

It is recommended that the State Board of Education (SBE) review and provide feedback on the proposed recommendations for the minimum criteria for hiring adjunct instructors for CTE courses. The related draft policy is attached for SBE review.

Discussion/Comments:

- ES&P Committee Chair Olivia Oxendine noted a thorough discussion of this item during the ES&P Committee meeting on Wednesday, noting that Local Board Member Advisor Christine Fitch has shared concerns with Ms. JoAnne Honeycutt.
- There was no further discussion.

This item is presented for Discussion during the September State Board of Education meeting and will return for Action in October 2016. (See Attachment ES&P 5)

NEW BUSINESS

Under New Business, ES&P Committee Chair Olivia Oxendine reported that the ES&P Committee received the following reports and provided brief summaries related to the Licensure Exam Cost Comparison, RFP Criteria for Local Alternative Teacher Preparation Programs, RFP Criteria for Local Alternative Teacher Preparation Programs and Advanced Teaching Roles, and New Mentor Requirements

STUDENT LEARNING AND ACHIEVEMENT COMMITTEE CHAIR REPORT
(Mr. Eric C. Davis, Chair; and Dr. Olivia Holmes Oxendine, Vice Chair)

ACTION ON FIRST READING

SLA 1 – Compliance Commission Recommendations for Field Testing and Special Studies

Appeals for the 2016-17 School Year

Policy Implications: General Statute §115C-174.12(b1); SBE Policy #GCS-B-000, SBE Directive

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1.1: Increase the graduation rate.

Objective 1.2: Graduate students prepared for postsecondary education.

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Tammy Howard (Director, Accountability Services)

Description:

On August 8, 2016, local education agencies (LEAs) were notified of participation in field tests and special studies for the 2016-17 school year. LEAs were permitted to file an official appeal requesting that a school be excluded from a specific field test sample based on a written justification submitted by the LEA superintendent along with a Request for Appeals form. Requests for Appeals were collected by the Division of Accountability Services and presented to the Compliance Commission for Accountability at a conference call meeting on August 25, 2016. The Compliance Commission recommendations for accepting or denying the appeals will be presented for Action on First Reading during the September State Board of Education meeting. Expediting action on this item will provide timely information to LEAs so they may plan for the 2016-17 school year.

Recommendation(s):

It is recommended that the State Board of Education approve the Compliance Commission's recommendations regarding the appeals.

Discussion/Comments:

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the SLA Committee meeting on Wednesday.
- There was no further discussion.

<p><i>Upon motion by <u>Mr. Eric Davis</u>, and seconded by <u>Dr. Olivia Oxendine</u>, the State Board of Education voted unanimously to adopt the Compliance Commission's recommendations regarding the appeals as presented. (See Attachment SLA 1)</i></p>
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ACTION ON FIRST READING

SLA 4 – 2016 Social Studies and Healthful Living Textbook Adoption

Policy Implications: General Statute §115C-85-102; SBE Policy #GCS-H-000, GCS-H-001, GCS-H-002, GCS-H-003, GCS-H-004, GCS-H-006, GCS-H-008

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1.5: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Goal 2: Every student has a personalized education.

Objective 2.2: Increase the number of teachers and students using digital learning tools.

Presenter(s): Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning), Dr. Tiffany Perkins (Director, K-12 Curriculum and Instruction) and Dr. Carmella Fair (Textbook Coordinator)

Description:

The 2016 Social Studies and Healthful Living Textbook Adoption recommendations will be presented to the North Carolina State Board of Education. Dr. Dan Novey, Chairperson of the North Carolina Textbook Commission, will be available for questions.

Textbook Commissioners have completed deliberations and are now in the process of completing evaluation reports to make textbook adoption recommendations. The reports should be posted to eBoard by 2:00 pm on Friday.

Recommendation(s):

It is recommended that the State Board of Education approve the list of social studies and healthful living textbooks recommended by the Textbook Commission.

Discussion/Comments:

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the SLA Committee meeting on Wednesday. Chair Davis explained that the Textbook Adoption Commission, under the leadership of Dr. Dan Novey, assisted by more than 100 textbook advisors, developed a set of recommendations for the Board's consideration.
- Chair Davis noted that the Board must conduct its vote by roll call on this item. Chairman Cobey recognized Ms. Betsy West to conduct the roll call.
- There was no additional discussion.

Following the motion by Mr. Eric Davis, and second by Mr. Greg Alcorn, the following Board members voted in favor of the motion: Chairman Bill Cobey, Vice Chairman A.L. Collins, Lt. Governor Dan Forest, State Treasurer Janet Cowell, Ms. Rebecca Taylor, Mr. Reginald Kenan, Ms. Amy White, Dr. Olivia Oxendine, Mr. Greg Alcorn, Mr. Todd Chasteen, Mr. Wayne McDevitt and Mr. Eric Davis. There were no votes in opposition of the motion. The motion passed by unanimous vote. Board member Patricia Willoughby was absent. (See Attachment SLA 4)

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DISCUSSION

SLA 5 – Report to the North Carolina General Assembly: Comprehensive Plan for Reading

Achievement

Policy Implications: General Statute §115C-83.4

SBE Strategic Plan:

Goal 2: Every student has a personalized education.

Objective 2.5: Increase the percentage of schools with a performance composite at or above 60% and meeting or exceeding growth.

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Mrs. Carolyn Guthrie (Director, K-3 Literacy)

Description:

The North Carolina Read to Achieve law (S.L. 2012-142 Section 7A) states that “the State Board of Education shall report biennially to the Joint Legislative Education Oversight Committee by October 15 of each even-numbered year on the implementation, evaluation, and revisions to the comprehension plan for reading achievement and shall include recommendations for legislative changes to enable implementation of current empirical research in reading development.”

The attached report includes priorities of a strategic plan for implementation based on the components of the legislation, the Comprehensive Reading Plan suggested revisions, additions and deletions, documentation of the North Carolina Department of Public Instruction’s implementation and deliverables of each component of the Read to Achieve legislation over the last two years, a statewide overview of accountability measures that are required by this legislation, and results from a 2014-15 report on reading camps, assessment implementation, and alternate assessments. The report also includes recommendations for legislative changes to the law.

Recommendation(s):

It is recommended that the State Board of Education approve the report to the General Assembly Joint Legislative Education Oversight Committee on the Biennial Report on the Read to Achieve legislation.

Discussion/Comments:

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the SLA Committee meeting on Wednesday.
- There was no further discussion.

This item is presented for Discussion during the September State Board of Education meeting and will return for Action in October 2016. (See Attachment SLA 5)

DISCUSSION**SLA 6 – Alternative Schools’ Accountability Model****Policy Implications:** General Statute §115C-12(24), SBE Policy #GCS-C-038**SBE Strategic Plan:****Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.**Objective 1.1:** Increase the graduation rate.**Objective 1.2:** Graduate students prepared for postsecondary education.**Objective 1.3:** Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.**Objective 1.4:** Reduce the percentage of students needing remediation in postsecondary education.**Objective 1.5:** Increase student performance on the state’s End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Tammy Howard (Director, Accountability Services)**Description:**

In December 2014, the State Board of Education approved SBE policy #GCS-C-038, which gives alternative schools three options in lieu of reporting a School Performance Grade:

- Alternative school returns student scores to the home school for inclusion in the home school’s A–F school performance grade;
- Alternative school reports data on student achievement and growth, and receives a status of progressing, maintaining, or declining, but does not receive an A–F school performance grade; and
- Alternative schools may submit their own alternative accountability models to the State Board of Education for approval.

Alternative schools submitted documentation for the options that will be utilized for the 2016-17 school year by August 1. The Accountability Services staff members have reviewed the requests and will present a summary of the options at the October meeting for discussion.

Recommendation(s):

It is recommended that the State Board of Education approve the alternative accountability options as presented.

Discussion/Comments:

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the SLA Committee meeting on Wednesday.
- There was no further discussion.

This item is presented for Discussion during the September State Board of Education meeting and will return for Action in October 2016. (See Attachment SLA 6)

NEW BUSINESS

Under New Business, SLA Committee Chair Eric Davis reported that the SLA Committee received updates from staff on the following topics: MTSS Implementation, Every Student Succeeds Act and Proof of Concept.

ACTION ON FIRST READING**SLA 2 – Release of 2015-16 Accountability and School Performance Grades Reports**

Policy Implications: Elementary Secondary Education Act (ESEA)

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1.1: Increase the graduation rate.

Objective 1.2: Graduate students prepared for postsecondary education.

Objective 1.3: Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

Objective 1.4: Reduce the percentage of students needing remediation in postsecondary education.

Objective 1.5: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Tammy Howard (Director, Accountability Services)

Description:

Achievement data, growth data, and School Performance Grades (A-F) for the 2015-16 school year will be presented for approval at the September State Board of Education meeting on Thursday. Included are data on end-of-grade tests, end-of-course tests, The ACT, ACT WorkKeys, math course rigor, and graduation projects. Results for the state, districts, and schools will be available at <http://www.ncpublicschools.org/accountability/reporting/>.

Following this release, districts will be able to request data corrections until September 9, 2016. Once the data is finalized, it will be recommended that the SBE approve any changes during its October meeting.

Recommendation(s):

It is recommended that the State Board of Education approve the data results for the 2015-16 school year.

Discussion/Comments:

- SLA Committee Chair Eric Davis recognized Dr. Tammy Howard to provide the data report on growth and performance for the 2015-16 school year.
- Dr. Howard provided a comprehensive overview of the data, which include:
 - Growth: Reporting if schools exceeded, met, or did not meet growth expectations as defined and calculated in EVAAS

- Performance: Reporting how schools performed on assessments, high school indicators, and School Performance Grades
- Progress: Reporting if schools met or did not meet performance and participation targets set for each of the Annual Measurable Objectives (AMO).

(For a detailed summary of the results, refer to Attachment 1 – the Statistical Summary of Results, located on eBoard.)

- Dr. Howard recognized Dr. Nancy Barbour (Director, District and School Transformation) who presented the data in Section 12 related to low-performing schools and district information. She reported that there are 92 fewer low-performing schools and five fewer districts that are in low-performing status this year, and fourteen schools are reported as recurring low-performing schools. In closing comments, Dr. Barbour stated that it is important to note that one of those five LEAs no longer considered low-performing is Halifax County Schools. Dr. Barbour extended congratulations to Halifax County Schools for its hard work and perseverance. (A detailed summary of the low-performing schools and districts begins on pg. 21 of Attachment 1.)
- Board member Olivia Oxendine noted the impressive results on pg. 4, Figure 7, which shows grade level proficiency for grade 8 science at 73.9%. A brief discussion ensued about this excellent news.
- Chair Davis summarized that the data show steady progress and work by every teacher, every frontline principal, and LEA superintendent with support from parents.
- Board member Wayne McDevitt noted that there is an appeals process that could bring some of this data back to the Board in October if errors are found in the data.
- Speaking on behalf of Hoke County, Superintendent Advisor Freddie Williamson stated that there are some schools that have bad grades, but the teachers and administrators are working hard. He emphasized that these grades do not reflect the work that those teachers and administrators do and he wanted the public to know that there is more to school and education than these grades reflect. He encouraged the teachers and administrators to continue to do their work and love their children.
- There was no additional discussion.

<p><i>Upon motion by <u>Mr. Eric Davis</u>, and seconded by <u>Ms. Amy White</u>, the State Board of Education voted unanimously to approve the data results for the 2015-16 school year as presented. (See Attachment SLA 2)</i></p>

ACTION ON FIRST READING

SLA 3 – Cohort Graduation Rate for the 2015-16 School Year

Policy Implications: General Statute §115C-105.20.40 (Article 8B) Elementary Secondary Education Act (ESEA)

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

Objective 1.1: Increase the graduation rate.

Objective 1.2: Graduate students prepared for postsecondary education.

Objective 1.3: Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

Objective 1.4: Reduce the percentage of students needing remediation in postsecondary education.

Objective 1.5: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Tammy Howard (Director, Accountability Services)

Description:

The 2015-16 Cohort Graduation Rate will be presented for approval at the Thursday State Board of Education meeting. The summary results will be published electronically at <http://www.ncpublicschools.org/accountability/reporting/cohortgradrate> on September 1, 2016. The report includes both a four-year and a five-year cohort graduation rate for all schools and districts. meeting.

Recommendation(s):

It is recommended that the State Board of Education approve the cohort graduation rate for the 2015-16 school year.

Discussion/Comments:

- SLA Committee Chair Eric Davis recognized Dr. Tammy Howard to announce the cohort graduation rate for the 2015-16 school year.
- Dr. Howard prefaced this presentation by referring Board members to Attachment 1 (located on eBoard). She noted that, since 2006, the first year the state reported a four-year cohort graduation rate, the percentage of students graduating from high school in four years or less has risen 17.5 percentage points – from 68.3 percent to 85.8 percent; an all-time high.
- Dr. Howard reviewed the four-year cohort graduation results by subgroup for 2011-12 entering ninth graders, noting that persistent gaps evident in 2006 have narrowed significantly. She explained that the data reveal increases with the exception of female and American Indian students, which remained the same. The gap between white and black students, for example, has closed by more than half, from 13.1 points in 2006 to 5.7 points in 2016.
- As it relates to the five-year cohort graduation rate, the rate is 87.5%, which is testimony to educators who are recapturing and graduating these students.
- (For more detailed information, see Attachment 1 - 2016 Cohort Graduation Rate on eBoard.)
- There was no further discussion.

Upon motion by Mr. Eric Davis, and seconded by Mr. Wayne McDevitt, the State Board of Education voted unanimously to approve the cohort graduation rate for the 2015-16 school year as presented. (See Attachment SLA 3)

CHAIRMAN'S REMARKS

Under the Chairman's Remarks, Chairman Cobey thanked all staff who have worked to prepare the reports on the Accountability and School Performance Grades and the Cohort Graduation Rates. He also thanked students, parents, and all educators and community members who support public education and the efforts in which we are engaged to improve student performance and to raise the graduation rate, noting that we will all continue to seek improvement in the teaching and learning process, because we are in the position and have the authority to form a school system that must serve the needs of all children.

Chairman Cobey reminded Board members that the October Board meeting will be held in Boone on the campus of Appalachian State University. We will begin with an early lunch on Tuesday morning and will start our planning and work session that afternoon, to be completed on Wednesday afternoon. The regular Board meeting will be on Thursday and will not likely adjourn before 2:00 PM.

He noted also that the Annual Conference of the National Association of State Boards of Education will be held in Kansas City Missouri in October. He expressed congratulations again to Ms. Patricia Willoughby who will be one of three Board members recognized as a national Policy Maker of the Year on Friday morning, October 21; a very distinguished honor for her.

NEW BUSINESS

➤ Election of the State Board of Education Chairman and Vice Chairman

Chairman Cobey explained that the Board's Rules of Procedure indicate that "At its regular meeting in September of even-numbered years, the Board shall elect from its membership for two-year terms, and until their respective successors have been elected, a Chairman and a Vice-Chairman."

Chairman Cobey asked for a motion for a nomination of a candidate for Board Chairman.

Ms. Rebecca Taylor made a motion to elect Mr. William Cobey as Chairman of the State Board of Education. The motion was seconded by Mr. Eric Davis. Upon motion by Mr. Wayne McDevitt, and seconded by Mr. Eric Davis, the nominations were closed. The State Board of Education voted unanimously to elect William Cobey as the State Board of Education Chairman by acclamation.

Following the vote, Chairman Cobey stated that it is an honor and a privilege to be elected as the State Board Chairman and to serve the State of North Carolina and the 1.5 million children that depend on what we are doing and what the people in the field are doing. He noted that this is a great challenge and a wonderful opportunity that we have as State Board members.

Chairman Cobey asked for a motion for a nomination of a candidate for Board Vice Chairman.

Dr. Olivia Oxendine made a motion to elect Mr. A.L. Collins as Vice Chairman of the State Board of Education. The motion was seconded by Mr. Reginald Kenan. Upon motion by Ms. Amy White, and seconded by Mr. Wayne McDevitt, the nominations were closed. The State Board of Education voted to elect Mr. A.L. Collins as the State Board of Education Vice Chairman by acclamation.

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Mr. Collins echoed Chairman Cobey's comments that it is an honor and a privilege not only to serve with his colleagues on the Board, but also to serve with all of the teachers and employees that make up our school systems that come every day often times in spite of, and not because of, anything we do. It is our obligation to keep not only the children in the forefront, but also those employees as well. He stated that he was reminded by a director of transportation that school does not happen unless the school bus drivers show up every day. All of the employees make a difference in what goes on every day.

Chairman Cobey added that he has served on a few boards in his lifetime, and that he tells people that this is the best group of individuals he has ever served with on a Board. He stated that his fellow Board members make his job easy by doing so much of the heavy lifting that goes with serving on the State Board of Education.

ADJOURNMENT

Prior to adjourning, Chairman Cobey reminded Board members of the US/China Summit at noon today at the Friday Center on NC State's Centennial campus.

Indicating no other business, Chairman Cobey requested a motion to adjourn.

Upon motion by State Treasurer Janet Cowell and seconded by, Lt. Governor Dan Forest, Board members voted unanimously to adjourn the August 31 and September 1, 2016, meeting of the State Board of Education.